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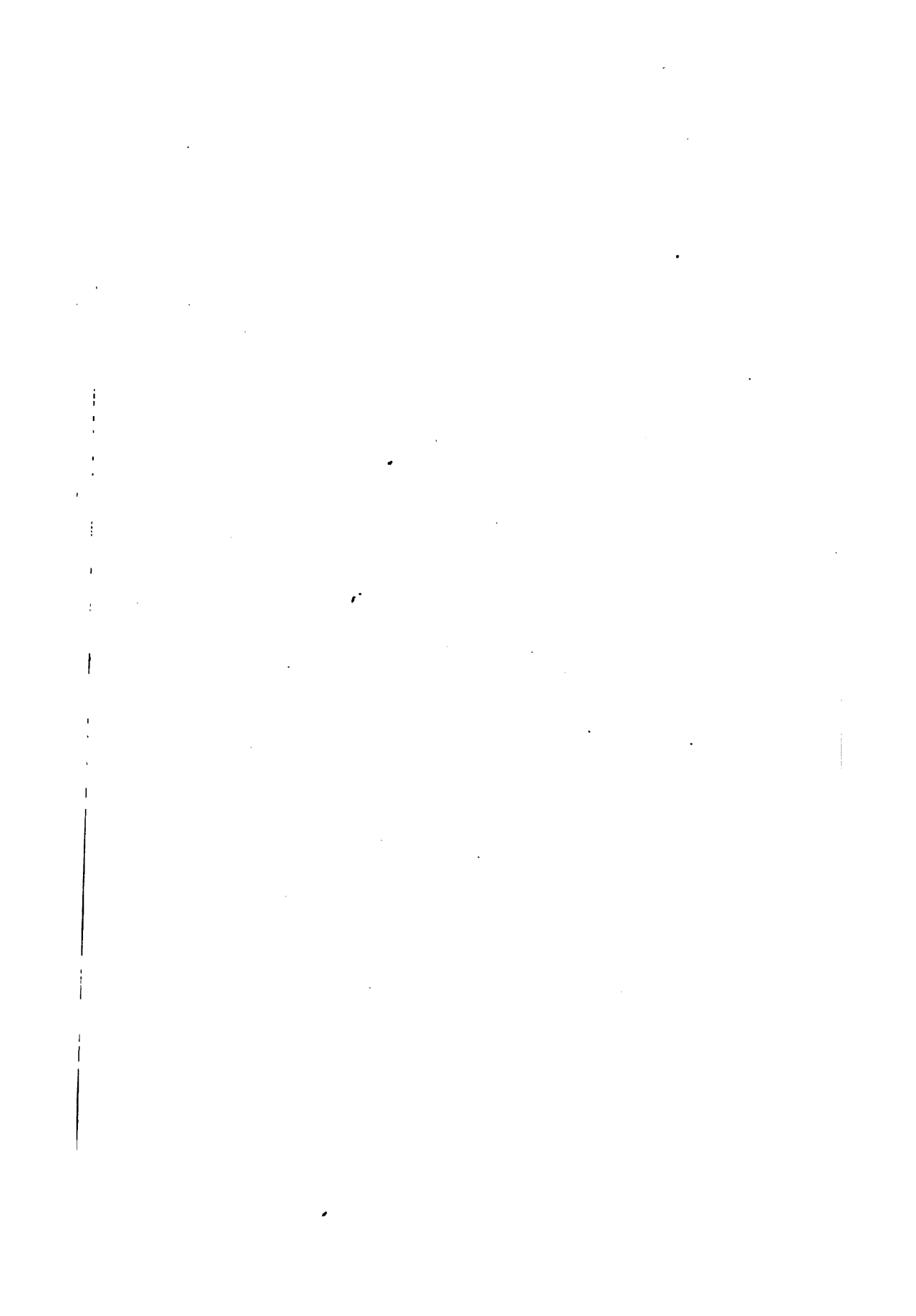
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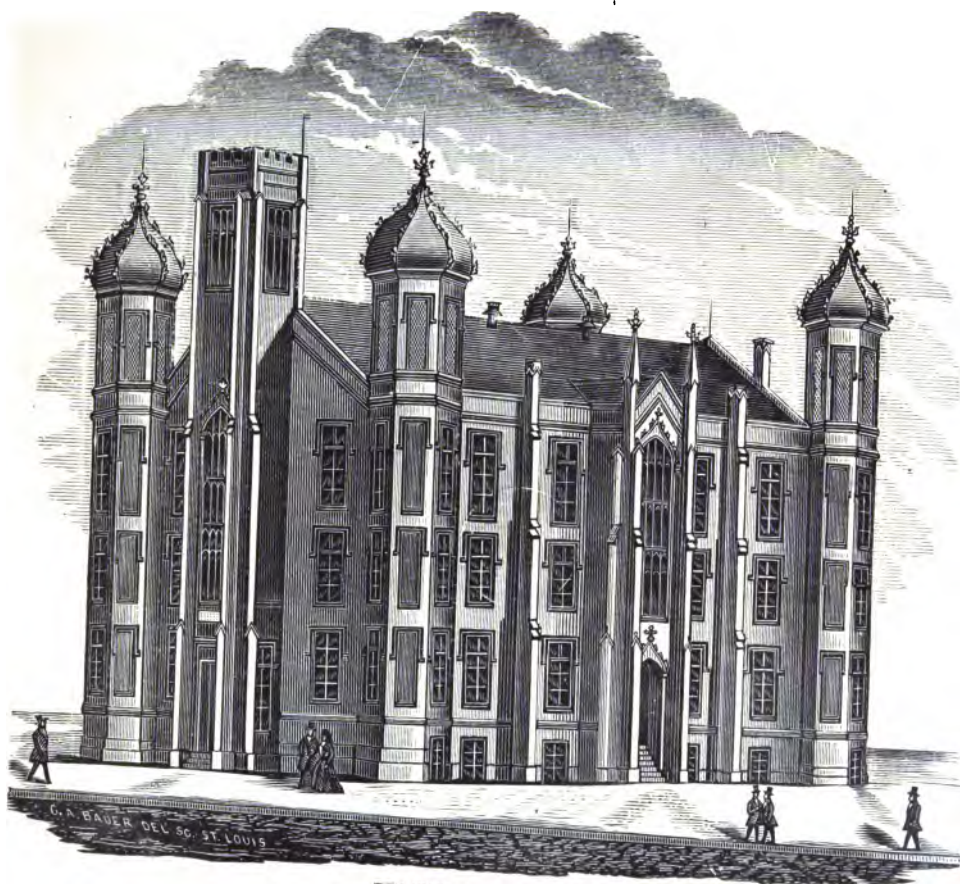
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HIGH SCHOOL.

TWENTY-SECOND ANNUAL REPORT

OF THE

59625

BOARD OF DIRECTORS

OF THE

ST. LOUIS PUBLIC SCHOOLS,

FOR THE

YEAR ENDING AUGUST 1, 1876.

ST. LOUIS:
SLAWSON, PRINTER.
1877.

ANALYSIS OF THE REPORT.

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BOARD OF PUBLIC SCHOOLS

FOR 1876-77.

OFFICERS.

PRESIDENT.

THOMAS RICHESON.....113 South 16th Street.

VICE-PRESIDENT.

WILLIAM BRYAN.....1419 Dodier Street.

SECRETARY.

MILTON H. WASH.....St. Nicholas Hotel.

SUPERINTENDENT.

WM. T. HARRIS.....1116 Second Carondelet Ave. .

ASSISTANT SUPERINTENDENTS.

E. H. LONG.....2944 Thomas Street.

JOHN C. CHRISTIN.....709 Mound Street.

ATTORNEY.

R. E. ROMBAUER.....1226 Hickory Street.

TREASURER.

J. A. J. ADERTON.....Office, 207 North Third Street.

BAILIFF.

GEORGE M. FICHTENKAM...Barsaloux St., near Sidney.

ARCHITECT.

EDMUND JUNGENFELD.....1562 Gratiot Street.

MEMBERS OF THE BOARD.

First Ward.

G. A. BAARE.....Term expires 1877.....Residence, 1021 Wyoming Street.
LEO RASSIEUR....." 1878...Res., S. E. Cor. Victor and Union Sts.

Second Ward.

E. E. ROMBAUER.....Term expires 1879.....Residence, 12th, near Cor Lami St.
CHAS. BROCKHAUSEN.. " 1878.....Residence, 2214 Carondelet Avenue.

Third Ward.

PHILIP STOCK.....Term expires 1877.....Residence, 1447 2d Carondelet Ave.
MORRIS J. LIPPMAN.... " 1879.....Residence, 1209 Dillon Street.

Fourth Ward.

JOS. H. McENTIRETerm expires 1879.....Residence, 1829 Papin Street.
H. SCHWEICKHARDT.. " 1877.....Residence, 923 Gratiot Street.

Fifth Ward.

BERNARD OWENS.....Term expires 1879.....Residence, 2815 Adams Street.
JAS. M. YOUNGBLOOD. " 1877.....Office, 507 Myrtle Street.

Sixth Ward.

EBER PEACOCK.....Term expires 1878.....Residence, 2043 Clark Avenue.
THOS. RICHESON..... " 1877.....Residence, 113 S. Sixteenth Street.

Seventh Ward.

WM. C. WILSON.....Term expires 1877.....Residence, 1508 Morgan Street.
THOS. B. ROGERS..... " 1878.....Residence, 2836 Morgan Street.

Eighth Ward.

E. A. BECKER.....Term expires 1877.....Residence, 1015 Franklin Avenue.
JOHN A. LEAVY..... " 1878.....Residence, 521 Franklin Avenue.

Ninth Ward.

JOHN W. O'CONNELL..Term expires 1879.....Residence, 2025 Biddle Street.
MICHAEL LYNCH..... " 1877...Residence, 1413 N. Seventeenth Street.

Tenth Ward.

MICHAEL GLYNN.....Term expires 1879.....Residence, 1519 N. Ninth Street.
JOHN S. HAUSMAN..... " 1878.....Residence, 1434 Broadway.

Eleventh Ward.

WILLIAM BRYAN.....Term expires 1879.....Residence, 1419 Dodier Street.
HENRY BLOCK..... " 1878.....Residence, 1632 Warren Street.

Twelfth Ward.

ALLEN SINCLAIR.....Term expires 1878.....Residence, 1015 Salisbury Street.
HENRY SCHWANER..... " 1879.....Res., 16th St., near Malinckrodt St.

Thirteenth Ward.

SOLOMON C. MARTIN..Term expires 1878...Res. Main St. nr. Franklin, S. St. Louis.
H. M. STARKLOFF..... " 1877...Residence, Main, near cor. Schirmer
Street, South St. Louis.

STANDING COMMITTEES FOR 1876-77.

Teachers' Committee.

MR. PEACOCK,	MR. WILSON,	MR. LIPPMAN,
MR. RASSIEUR,	MR. O'CONNELL,	MR. BRYAN.

Committee on Lands and Claims.

MR. RASSIEUR,	MR. WILSON,	MR. SINCLAIR,
MR. YOUNGBLOOD,	MR. SCHWEICKHARDT,	MR. HAUSMAN.

Leasing Committee.

MR. O'CONNELL,	MR. ROMBAUER,	MR. McENTIRE,
MR. OWENS,	MR. BLOCK,	MR. BECKER.

Building Committee.

MR. WILSON,	MR. LYNCH,	MR. BAARE,
MR. SCHWEICKHARDT,	MR. OWENS,	MR. SINCLAIR.

Committee on Course of Study, Text-Books and Apparatus.

MR. LIPPMAN,	MR. BECKER,	MR. BROCKHAUSEN,
MR. YOUNGBLOOD,	MR. GLYNN,	MR. SCHWANER.

Committee on Publication and Supplies.

MR. LEAVY,	MR. LIPPMAN,	MR. PEACOCK,
MR. MARTIN,	MR. GLYNN,	MR. BRYAN.

Janitors' Committee.

MR. LYNCH,	MR. BAARE,	MR. SCHWANER,
MR. YOUNGBLOOD,	MR. ROGERS,	MR. STOCK.

Library Committee.

MR. ROGERS,	MR. RASSIEUR,	MR. BROCKHAUSEN,
MR. STARKLOFF,	MR. McENTIRE.	

Auditing Committee.

MR. BRYAN,	MR. STOCK,	MR. STARKLOFF.
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Committee on Ways and Means.

MR. BLOCK,	MR. WILSON,	MR. MARTIN.
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Salary Committee.

MR. SCHWANER,	MR. STARKLOFF,	MR. BLOCK.
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Committee on Rules and Regulations.

MR. ROMBAUER,	MR. LEAVY,	MR. HAUSMAN.
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REPORT OF THE PRESIDENT.

To the People of St. Louis :

I herewith present the Annual Report of the President and Board of Directors of the St. Louis Public Schools for the year ending July 31, 1876.

By the Secretary's report (see Appendix) the current receipts and expenditures for the year are given substantially as follows :

RECEIPTS.

From rents	\$ 50,275 02
“ real estate sold.....	2,475 00
“ city school tax.....	761,527 74
“ tuition.....	2,889 50
“ State school fund.....	96,743 60
“ county school fund.....	41,474 87
Total.....	\$955,385 73

EXPENDITURES.

For teachers' salaries (including Superintendents).....	\$553,241 52
“ officers' “ (except Superintendents).....	16,199 60
“ janitors' “	47,357 00
“ supplies to the schools.....	8,612 52
“ fuel and gas.....	17,077 79
“ repairs and furniture.....	32,265 61
“ real estate and improvements.....	21,388 19
“ Public School Library.....	11,400 00
“ general expenses (rent accounts, interest, taxes, printing, insurance, etc.).....	65,454 11
Total.....	\$772,996 34

The amount of \$252,500 bills payable appears in the Secretary's list of expenditures, representing the amount of temporary loans made the previous year and liquidated the present year. Besides this amount, \$19,447.50 was invested in Missouri State bonds and added to the sinking fund to provide for the payment of the loan of \$200,000, which comes due September 2d, 1877. For this purpose the Board now holds \$56,646.64 in Missouri State bonds and bills receivable to the amount of \$175,927.34, making an aggregate of \$232,573.98. This sum will be diminished by withdrawing the amount belonging to the old sinking fund, and will be replenished from the proceeds of a tax of one mill on the dollar collected the ensuing year for the purpose of paying the indebtedness of the Board. By the provisions of the new Constitution of the State of Missouri the amount of taxation for school purposes is limited to four mills on the dollar, except for the purpose of paying debts already created. Under this regulation, the Board assesses a tax of four mills on the dollar for current expenses and one mill for the sinking fund. Inasmuch as the necessities of the Board are very great for the means wherewith to provide new school accommodations, the policy has been adopted of using the former sinking fund, which amounted to \$261,361.01 at the close of the previous year, and relying wholly upon the regular and constant revenue from the extra tax of one mill on the dollar to pay off our bonded and floating indebtedness. The amount realized the past year pro rata upon a tax of one mill on the dollar is \$152,305.55, an amount nearly sufficient in two years without increase, to liquidate the loan of \$200,000 falling due September 2d, 1877, as well as the loan of \$150,000, due May 1st, 1878. With these payments the bonded debt of the Board will be reduced to \$200,000, which, together with a floating debt of some \$250,000, carried by the Board at the time of the adoption of the new Constitution, will make a further sum of \$450,000, for which the extra tax may be legitimately collected for about three years longer.

If the Board should need more money for building purposes than can be spared from the regular sources of income, it will be necessary to sell, from time to time, that portion of the real estate held for revenue purposes—amounting at present date to \$1,275,523.98—and apply the proceeds to new buildings. An economical style of buildings—such as that now adopted, of making additions on lots adjoining large schools already established—saves half the expense required in building independent schools, and saves, moreover, much of the current expenses of running the schools after they are opened. With economy, it is therefore believed that the Board will be able to keep its schools up to the present high standard, and make all provisions required for the accommodation of new pupils.

It is to be noted that rapidly growing cities like St. Louis, and many others in the Western States, increase more rapidly in population than they do in the amount of wealth per capita. This is the reason why our schools, which have increased even faster, as regards enrollment of pupils, than the population, have increased in expense faster than the sources of income. Provision has been required for the accommodation of an average of nearly 2,500 new pupils per annum. This has increased rapidly the current expenses, and created an extraordinary outlay for permanent improvements.

By the report of the Superintendent the enrollment of pupils the past year is given as follows :

Number of pupils enrolled—day schools.....	38,390
“ “ evening schools.....	5,273
Total.....	43,663

The number of teachers is given at 668 for the day schools, and at 117 for the evening schools, making a total of 785 teachers. The increase of the pupils in the day schools over the previous year is 2,449, while the decrease of the pupils in the evening schools is 478.

The enrollment of pupils in the evening schools increased very rapidly after free membership in the Public School

Library was offered as a reward for punctual and regular attendance. The enrollment in the winter of 1866-67 was 1,553; 2,134 in 1867-68; 3,615 in 1870-71; 4,137 in 1871-72; 5,577 in 1873-74; 5,751 in 1874-75. It is probable that the general depression in the business of the city, which has borne heavily upon the laboring classes, has caused the slight decrease in numbers the past winter, and that it will be felt yet more seriously the coming winter 1876-77. The detailed statistics in the Superintendent's report, showing the occupations of these pupils, is an interesting study, considered in connection with the variety of our manufactures. As it is understood that all who are not employed in some honest labor during the day may attend the day schools, our rule excludes all persons from the evening schools who are not engaged in useful work in the day time; and moreover, since there is a limit to the age at which children should be taken from school and placed at work, the completion of the age of twelve years has been fixed as the limit at which pupils may be admitted to the night school. The past year's tables show that there were 503 admitted at twelve years, and 412 at various ages above twenty-three years. The largest number at any one age was 864 at the age of fourteen. The average age of all was sixteen.

A glance at the statistics of attendance upon the evening schools shows great disparity between the different schools. Those longest established, as a rule, show the most regular attendance and the least change in the corps of pupils. The new schools show a small per cent. of attendance, and great changes in the personelle of the pupils. Large numbers come for three or four weeks and then drop off, giving place to others who repeat the same experiment. Those schools that are officered with experienced teachers hold their pupils best.

It is more difficult to teach well in an evening school than in a day school. This is owing in part to the irregularity of attendance, but more particularly to the lack of

proper grading and classification. These schools are most of them small, and the pupils are of a wide range of acquirements—some just beginning and others advanced eight or nine years in the course of study. But there has been great progress made since the numbers have increased. In the largest evening schools, like the Webster, which last winter enrolled 483 pupils and had an average belonging of 278, this problem of classification is well nigh solved. A school of ten rooms, with two classes in each room, can be so arranged as to assign to each class those of nearly the same degree of advancement in their studies. Formerly a large evening school had only four rooms, and its possibilities of grading and classification were necessarily very limited.

Our Kindergarten experiment, I am happy to say, has prospered the past year beyond all expectation. The number has increased to twelve. In these there were twelve paid teachers, styled "directors," and thirty-eight unpaid teachers who volunteered their services for the sake of learning the theory and art of Froebel. Of the 1,041 children enrolled, 533 were boys and 508 were girls. The age prescribed by the Board was the sixth year. After the Kindergarten had enrolled all children applying at the prescribed age, others were admitted who had not completed their fifth year, and some also who were in their seventh year. The average age was five years and four months. We have not admitted to the Kindergarten, except in a few instances, children at the early ages, which are adopted elsewhere by the supporters of the Kindergarten system. I am however in favor of admission at an earlier age, at least as early as the completion of the fourth year. It is obvious that the training of the hand and the eye will be more efficient if begun at the age when the muscles are not yet hardened by use, and when the faculties of the mind have not yet received a permanent bias in other directions. It takes very little exercise of the muscles of an infant to give a permanent tendency to the development of those muscles.

1

A few days training in the use of the left hand will make the child left-handed for life, in spite of strong subsequent efforts to acquire by discipline an equal facility in the use of the right hand. A person has only to make the effort to use his left hand (if he is right-handed) in writing, cutting with a knife, or in any of the uses for which he is in the habit of employing his right hand, to realize how powerful are the barriers of habit in controlling muscular action. A little more use of a particular muscle in early childhood gives skill in its use, and makes it easier and more agreeable to use that muscle in a particular way than to use a different one, or the same one in a different way. The fundamental condition of all mechanical skill is mathematical accuracy in the use of the hand, and in the judgment based on the senses of touch and sight. Geometrical and arithmetical training furnish the latter; training of the hand in a selected variety of occupations such as the Kindergarten prescribes—weaving, building, folding, drawing, modeling in clay, &c.—furnish the former. I am confident that industrial drawing alone, as taught in our schools, is of momentous importance to the future citizens of St. Louis, now growing up in our schools, but the Kindergarten training is undoubtedly far more efficient to produce the development of skill.

In speaking thus strongly of the value of this early training in mechanical skill and invention, I by no means wish to be understood as preferring these elements to the intellectual and moral culture given in the higher schools. But it appears to me that the Kindergarten does not neglect the rudiments of this higher training, while it secures the mechanical education. I am not in favor of the so-called “practical” ideas which would change the course of study in the District and High Schools, and make them teach the arts and trades instead of the rudiments of liberal culture. The period from six or seven years to sixteen or eighteen years ought to be devoted in school to the gain of theoretical culture and moral insight. But there is a period of two or three years before formal study should begin, and in this

period a practical training like that of the Kindergarten may be carried on, which will secure the basis of skill far better than any subsequent training.

The report of the Principal of the Normal School exhibits the continued prosperity of that institution. Mr. Soldan, the principal, has demonstrated the capacity of the school to supply all the teachers needed for assistants in our schools. Much has been done to raise the standard of its graduates by requiring higher qualifications in scholarship of those who enter, and also by increasing the length of time for completing the course of training in the Normal School.

The report of Mr. Morgan shows an unprecedented increase in numbers enrolled in the High School, and the graduation of a senior class of one hundred pupils. I have pointed out before the economy of giving a High School education to such pupils as prove their claim to it by fitting themselves in the lower schools. Such pupils have shown their capacity for directive power in the community, and their ability to fill places of trust and honor. It is economy and justice on the part of the city to educate its own sons and daughters for the higher positions of usefulness, rather than to confine our native-born youths to menial employments and to import educated talent from abroad to direct them.

The High School acts as a lever on the lower schools, and increases their efficiency manifold. In this it finds its strongest justification as a link of our school system, and I trust that it will continue to demonstrate in the future, as in the past, its claims to the support and approval of the Board.

In conclusion, I hereby tender, in behalf of the Board, to the Superintendent and his Assistants, to the corps of teachers, and to the other officers and employees of the Board an acknowledgment of their zealous labors and faithful co-operation in advancing the interests of the schools.

THOMAS RICHESON,
President.

REPORT OF SUPERINTENDENT.

OFFICE SUPERINTENDENT PUBLIC SCHOOLS, }
ST. LOUIS, August 1, 1876. }

*To the Board of President and Directors
of the St. Louis Public Schools:*

GENTLEMEN:—I herewith submit the twenty-second Annual Report of the schools under your charge.

I have endeavored, in connection with the statistical exhibits, to give some account of our Kindergarten experiments, to report on some of the prominent features of the Centennial Exhibit of Education, at Philadelphia, and to discuss certain practical phases of school management.

GENERAL STATISTICS.

Population of the City.

Population of the city, October 1, 1876, (estimated).....	475,000
Number of children from 5 to 21 years of age (drawing State..... money).....	161,496
Number from 6 to 16 years of age.....	109,625

The school census taken in April, 1874, showed:

Population, 5 to 21 years, inclusive.....	138,133
6 to 16, inclusive.....	95,539

School Houses.

Number of School Houses.....	56
“ owned by the Board.....	51
“ rented “.....	5
“ heated with stoves.....	24
“ heated with furnaces or steam.....	32
“ of school rooms.....	560

Estimated value of school lots.....	\$ 746,836 00
“ “ buildings and furniture.....	1,721,058 15

Total value of property for school purposes..\$2,467,894 15

Comparative Table for Ten Years.

	1867.	1868.	1869.	1870.	1871.	1872.	1873.	1874.	1875.	1876.
Number of houses.....	30	35	40	48	53	58	67	54	56	56
Number of seats.....	11,055	13,510	18,000	20,105	23,232	25,750	27,785	28,530	30,070	31,510

Schools and Teachers.

Normal.....	1
High and Branches.....	6
District.....	44
Colored.....	5
Evening.....	24
Total number of Schools.....	80
Total number of teachers in day and evening schools.....	785
Average number of teachers in day schools.....	668
Males.....	56
Females.....	612
Principals.....	51
Assistants.....	613
Music Teachers.....	4
Number in Normal.....	11
Number in High and Branches.....	42
Number in District schools.....	597
Number in Colored schools.....	24
Number in Evening schools.....	117

On account of the inability of the Board to continue the policy of erecting new buildings wherever there was a demand for additional accommodations, the increase in the corps of teachers is very slight over the previous year. At the same time the graduates from the Normal School have every year increased in number since 1873, as will appear in the following:

Comparative Table for Thirteen Years.

	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876
Number of teachers.....	162	184	204	230	272	344	424	487	534	613	601	654	668
Annual increase.....	51	22	20	18	52	72	80	63	47	79	...	53	14
Number graduating from Normal School.....	11	18	25	18	32	29	30	34	34	33	48	67	82
No. applicants examined who were not from Normal School.....	.....	.....	.....	.....	134	109	179	195	146	182	192	78	40
No. not graduating from the Normal who rec'd appointments.....	.....	.....	.....	.....	.....	.....	48	36	35	62	41	36	23
Eng. Ger.....	.....	.....	.....	.....	38	44	61	76	31	25	20	57	37
Eng. Ger.....	.....	.....	.....	.....	.....	.....	20	13	11	23	8	13	11

REPORT OF SUPERINTENDENT OF

Enrollment and Attendance.

Day Schools.....					38,390
Normal School.....				girls	291
High School.....	boys	153	"	284—	437
Branch High Schools.....	"	311	"	586—	897
District Schools.....	"	17,700	"	17,562—	35,262
Colored Schools.....	"	691	"	812—	1,503
Evening Schools.....	"	4,623	"	650—	5,273

Total number enrolled, day and evening schools..... 43,663

WHOLE NUMBER SCHOOL DAYS—200.

Number of pupils who attended 200 days.....	1,238
" " " 180 to 200 days.....	11,887
" " " 160 to 180 "	5,341
" " " 140 to 160 "	3,452
" " " 120 to 140 "	2,331
" " " 100 to 120 "	1,958
" " " 80 to 100 "	2,086
" " " 60 to 80 "	1,949
" " " 40 to 60 "	2,342
" " " 20 to 40 "	2,153
" " " less than 20 "	2,600
" " not absent during their enrollment.....	1,721
" " not tardy " " "	27,544
" cases of tardiness.....	19,858
" re-admittance.....	15,521

Per Cent. of Entire Number Enrolled.

PUPILS ATTENDING.	1862-63.	1863-64.	1864-65.	1865-66.	1866-67.	1867-68.	1868-69.	1869-70.	1870-71.	1871-72.	1872-73.	1873-74.	1874-75.	1875-76.
200 days.....	1	2	2	2	3	2	2	2	2	2	2	3	3	3
180-200.....	20	23	25	24	29	32	30	33	35	26	34	34	34	32
160-180.....	12	12	13	18	13	14	14	13	12	13	13	13	13	12
140-160.....	10	9	8	10	9	9	9	8	9	9	8	8	8	9
120-140.....	8	7	8	7	7	6	7	7	6	7	6	6	6	6
100-120.....	7	6	7	6	6	6	6	6	5	6	6	6	6	5
80-100.....	8	6	7	6	6	6	7	6	5	7	6	6	6	6
60-80.....	8	7	7	6	6	6	6	6	6	6	5	5	5	6
40-60.....	9	9	8	7	7	7	7	7	7	8	6	7	7	7
20-40.....	8	9	7	8	7	6	6	6	6	6	6	6	6	6
1-20.....	9	10	8	6	7	6	6	6	7	8	7	6	8	8
Total.....	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Not absent.....	5	5	6	7	8	6	4	5	7	3	4	4	4	4
Not tardy.....	50	50	55	57	58	56	52	62	62	61	72	65	72	72
Cases of tardiness.....	265	205	200	140	119	116	120	118	97	90	80	73	58	52

The number of cases of tardiness has reached the ratio of 52 to the 100 pupils enrolled during the year, a number unprecedented in the history of the schools of St. Louis, or, it may be affirmed, in the history of the school system in any other large city in this country. It confirms my remarks of last year, to the effect that the efforts of our teachers in securing punctual habits are gradually but surely working a reform in the habits of the community.

Ages of Pupils.

Number of Pupils 7 years of age and under.....	10,860
“ “ 8 “ “	4,901
“ “ 9 “ “	4,196
“ “ 10 “ “	3,904
“ “ 11 “ “	3,440
“ “ 12 “ “	3,061
“ “ 13 “ “	2,530
“ “ 14 “ “	1,878
“ “ 15 “ “	1,154
“ “ 16 “ “ and over.....	1,394
Average age.....	10

Percentage of Entire Number Enrolled.

AGE OF PUPILS.	1864-65.	1865-66.	1866-67.	1867-68.	1868-69.	1869-70.	1870-71.	1871-72.	1872-73.	1873-74.	1874-75.	1875-76.
6 years and under.....	15	12	6	4	5	6	7	8	9	9	9	10
7 “	15	14	16	16	16	16	16	17	19	20	20	19
8 “	13	14	15	14	13	14	13	12	12	12	13	13
9 “	11	12	13	13	13	13	12	12	11	11	11	11
10 “	11	12	13	12	12	12	12	12	11	10	10	10
11 “	9	10	10	11	11	10	11	10	10	9	9	9
12 “	9	9	9	10	10	9	9	9	9	9	8	8
13 “	6	6	7	8	8	8	8	7	7	8	7	7
14 “	5	5	5	5	5	5	5	6	5	5	5	5
15 “	3	3	3	3	3	3	3	3	3	3	4	4
16 “ and over.	3	3	3	4	4	4	4	4	4	4	4	4
Total.....	100	100	100	100	100	100	100	100	100	100	100	100
Under 10 years.....	54	52	50	47	47	49	48	48	51	52	53	54
Over 10 “	46	48	50	53	53	51	52	52	49	48	47	46

The ratio of children enrolled under ten years of age continues to increase. There were 1041 pupils enrolled in the Kindergarten the past year. If allowance is made for this

number, it will be found that the average age of pupils in the other schools has slightly increased.

The "half time system" has been used more extensively the past year, and in some cases, it is believed, to the positive advantage of the pupils. This practice has been allowed only in the lowest grade or first year of schooling. The teacher has one set of pupils in the morning and another in the afternoon, in this way providing for 100 to 120 pupils instead of 60 or 70.

The ratio of children seven years of age and under is still quite small in our city, compared with the enrollment in other cities north and east of us.

Occupation of Parents.

Children of	Agents.....	1,155
"	" Artists.....	185
"	" Boarding-house Keepers and Victualers.....	472
"	" Boatmen.....	614
"	" Butchers.....	568
"	" Clerks.....	1,564
"	" Confectioners.....	290
"	" Draymen and Teamsters.....	1,476
"	" Farmers and Gardeners.....	559
"	" Laborers	4,786
"	" Laundresses	1,284
"	" Manufacturers	2,774
"	" Mechanics	8,735
"	" Merchants	4,744
"	" Professionals	1,399
"	" Public Officers.....	989
"	" Saloon Keepers	833
"	" Seamstresses	971
"	" Unclassified	3,918

Per Cent. of the Whole Number Enrolled.

OCCUPATION OF PARENTS.	1894-95.	1895-96.	1896-97.	1897-98.	1898-99.	1899-70.	1870-71.	1871-72.	1872-73.	1873-74.	1874-75.	1875-76.
Agents	1.5	2.	2.	2.5	2.5	2.7	2.6	2.5	2.	2.7	2.7	3.
Artists .....	.7	.7	5.4	7	.6	.5	.5	.4	.4	.5	.7	.5
Boarding-house keepers, Victualers and Confectioners.....					2.1	1.3	2.	2.2	1.2	1.4	1.7	1.2
Boatmen.	5.6	6.2	5.	4.2	3.8	3.2	3.	2.6	2.5	2.	2.	1.7
Butchers.	1.4	1.5	2.	1.5	1.8	1.4	1.4	1.6	2.	1.6	1.5	1.6
Clerks.	3.3	4.1	3.7	3.8	3.8	3.1	3.3	3.7	3.7	3.9	4.3	4.9
Draymen and Teamsters.....	2.4	2.7	4.	3.3	3.4	4.	3.6	3.6	3.7	4.1	4.2	3.3
Farmers and Gardeners.....	2.3	2.5	2.1	1.8	2.	2.	2.3	2.2	3.1	2	1.6	1.6
Laborers.	9.	10.4	11.2	11.9	12.4	14.	13.3	12.4	12.4	13.7	13.6	12.8
Laundresses.....	2	2.4	2.7	3.1	2.8	2.8	3.2	3.5	3.5	3.7	3.3	3.4
Manufacturers	5.1	5.3	6.4	6.2	6.9	8.4	6.5	7.3	8.4	7.7	7.6	7.4
Mechanics.....	26.3	24.2	24.1	23.7	22.4	23.	22.5	23.9	22.4	23.	23.8	23.5
Merchants.....	11.1	12.6	12.4	12.3	11.4	12.4	12.5	11.	12.9	12.5	12.4	12.8
Professionals	3.2	4.1	4.	3.3	3.8	3.5	3.4	3.5	3.6	3.6	3.9	4.
Public Officers.....	5.1	4.	3.2	3.5	2.6	2.7	2.6	2.6	2.6	2.4	2.7	2.8
Saloon Keepers.....	1.7	1.8	2.	1.9	2.1	2.1	2.	2.2	2.4	2.5	2.5	2.3
Seamstresses	3.1	3.	3.1	3.1	3.	2.7	2.6	2.7	3.7	2.8	2.6	2.6
Unclassified.....	16.2	12.5	6.7	13.2	12.6	11.2	12.7	12.1	9.5	9.7	8.6	10.6
	100	100	100	100	100	100	100	100	100	100	100	100

By the above tables are indicated the continuance of some of the tendencies that were pointed out in my report of last year, viz.: the decrease of boatmen and the increase of clerks, professionals, agents, etc., indicating the growth of St. Louis as a railroad and commercial centre.

REPORT OF SUPERINTENDENT OF

Birth Places.

Children born in St. Louis.....	25,822
“ “ “ Missouri, outside of St. Louis.....	2,358
“ “ “ elsewhere in the United States.....	7,154
“ “ “ in foreign countries.....	1,984

Per Cent. of Total Number Enrolled.

PUPILS, WHERE BORN	1864-65.	1865-66.	1866-67.	1867-68.	1868-69.	1869-70.	1870-71.	1871-72.	1872-73.	1873-74.	1874-75.	1875-76.
St. Louis.....	55	59	60	61	63	65	65	66	68	68	68	69
Missouri, outside St. Louis.....	8	8	9	8	7	8	8	7	7	7	7	6
Eastern States.....	2	2	2	1	1	1	1	1	1	1	1	1
Middle States.....	7	6	5	5	4	4	4	4	3	4	3	4
Southern States.....	4	2	3	3	4	3	4	4	3	3	3	2
Western States & Territories...	15	15	15	15	15	13	12	11	12	11	12	12
British America.....	1	1	1	..	..	..	..	..	..	..	..	..
Great Britain.....	2	2	1	1	1	1	1	2	2	1	2	2
Ireland.....	1	1	1	1	1	1	1	1	1	1	1	1
German States.....	3	2	2	3	2	2	3	2	2	3	2	2
Other places.....	2	2	1	2	2	2	1	2	1	1	1	1
Total.....	100	100	100	100	100	100	100	100	100	100	100	100
Per cent. born in United States.	91	92	94	93	94	94	94	93	94	94	94	95
“ “ foreign countries.	9	8	6	7	6	6	6	7	6	6	6	5

We note in the above table the continual increase of the ratio born in St. Louis.

ST. LOUIS PUBLIC SCHOOLS.

21

Classification by Grades of Advancement in Studies.

(Number belonging at close of each Quarter.)

SCHOOLS.	1874-75.				1875-76.			
	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.
NORMAL SCHOOL.								
Senior Class.....	44	45	26	26	61	64	46	46
Middle ".....	41	41	47	44	40	43	27	25
Junior ".....	48	45	45	42	44	51	39	38
Fourth ".....	56	54	47	46	80	90	60	55
Total.....	187	187	165	158	225	248	172	164
HIGH SCHOOL.								
Senior Class.....	48	50	51	51	102	164	101	98
Third ".....	111	116	114	107	43	54	50	71
Second ".....	164	179	195	177	174	104	208	189
Junior ".....	424	467	528	503	506	566	562	556
Total.....	747	812	888	838	825	888	921	914
DISTRICT SCHOOLS.								
No. pupils 8th year of course.....	714	617	669	640	682	675	581	585
" " 7th " ".....	814	802	788	654	655	717	764	889
" " 6th " ".....	901	831	979	1,125	1,108	1,239	1,364	1,109
" " 5th " ".....	1,708	2,145	2,123	2,012	1,807	2,063	2,138	2,026
" " 4th " ".....	2,862	2,816	2,933	2,456	2,983	3,125	2,901	2,623
" " 3d " ".....	3,872	4,112	4,009	3,980	4,034	4,001	4,194	4,232
" " 2d " ".....	3,503	3,253	3,272	3,206	3,373	3,431	3,715	3,635
" " 1st " ".....	10,458	9,897	9,953	8,666	11,326	10,495	10,234	8,889
Total.....	24,922	24,473	24,726	22,718	25,963	25,886	25,891	23,968
COLORED SCHOOLS.								
No. pupils 8th year of course.....	8	8	7	7	6	5	49	4
" " 7th " ".....	.....	.....	14	19	11	10	17	6
" " 6th " ".....	25	17	2	3	24	26	34	17
" " 5th " ".....	6	25	22	39	.....	.....	13	18
" " 4th " ".....	99	87	82	92	110	111	121	107
" " 3d " ".....	160	240	180	96	104	185	164	135
" " 2d " ".....	180	139	152	127	137	89	90	186
" " 1st " ".....	589	417	450	452	483	446	386	357
Total.....	1,077	933	909	835	875	872	874	830
Grand Total.....	26,933	26,406	26,688	24,549	27,888	27,894	27,858	25,896

Per Cent. of Total Number belonging at close of Quarter.

	Normal.	High.	DISTRICT SCHOOLS.							
			8th year.	7th year.	6th year.	5th year.	4th year.	3d year.	2d year.	1st year.
1st quarter, 1872-73....	.53	3.05	.....	2.85	4.05	6.48	11.12	17.93	17.16	36.83
2d " " ....	.50	3.23	.....	2.72	4.15	6.99	11.72	19.05	18.31	33.33
3d " " ....	.53	2.75	.....	2.68	4.05	7.07	12.26	19.68	16.75	34.18
4th " " ....	.57	2.62	.....	2.29	4.40	7.21	12.60	18.07	18.40	33.84
Average for year....	.55	2.91	.....	2.64	4.14	6.94	11.93	18.63	17.66	34.55
1st quarter, 1873-74....	.74	2.48	.....	2.75	4.06	6.04	11.18	15.67	16.09	40.89
2d " " ....	.71	2.69	.....	2.49	4.06	7.81	12.14	18.37	17.04	35.19
3d " " ....	.69	2.97	.....	2.83	4.36	7.41	12.63	16.47	17.73	34.91
4th " " ....	.69	2.74	.....	3.03	4.93	7.34	12.55	15.44	17.20	36.06
Average for year....	.71	2.72	.....	2.78	4.35	7.02	12.13	16.49	17.01	36.79
1st quarter, 1874-75....	.69	2.77	2.78	3.02	3.44	6.69	10.91	11.26	10.19	41.02
2d " " ....	.70	3.07	2.37	3.04	3.22	8.22	10.66	16.48	12.85	39.07
3d " " ....	.62	3.32	2.91	3.01	3.68	7.95	11.26	15.69	12.83	33.98
4th " " ....	.64	3.41	2.59	2.75	4.55	8.36	10.30	16.52	13.57	37.16
Average per year....	.66	3.14	2.66	2.96	3.72	7.81	10.71	14.96	12.36	39.06
1st quarter, 1875-76....	.81	2.96	2.46	2.39	4.04	6.48	11.09	14.83	12.59	42.35
2d " " ....	.89	3.18	2.44	2.61	4.71	7.40	11.60	15.33	12.62	39.22
3d " " ....	.62	3.31	2.26	2.80	5.02	7.72	10.85	15.64	13.66	38.12
4th " " ....	.63	3.55	2.37	3.45	4.84	7.89	10.54	16.86	14.67	35.70
Average for year....	.74	3.24	2.36	2.80	4.53	7.36	11.03	15.65	13.38	38.91

In the above table it will be seen that of the pupils in our schools at any one time nearly 40 per cent. are in the lowest

year of the course of study, and are learning the rudiments of reading.

In 1872-73 there were 70.89 per cent. in the work of the lowest three years; in 1873-74, 70.29 per cent.; in 1874-75, 66.41 per cent.; last year, 67.94 per cent.

German-English Instruction.

YEARS.	No. Schools having German-English Classes.	No. of Teachers.	Average No. Pupils belonging.		
			German-American.	Anglo-American.	Total.
1865-66.....	7	8	.....	.....	710
1866-67.....	9	10	.....	.....	1,446
1867-68.....	14	17	1,887	589	2,476
1868-69.....	19	25	3,461	379	3,840
1869-70.....	32	38	5,709	504	6,213
1870-71.....	37	46	6,951	1,114	8,071
1871-72.....	41	53	8,702	1,544	10,246
1872-73.....	41	59	8,865	3,190	12,055
1873-74.....	44	67	10,668	5,128	15,796
1874-75.....	44	74	11,527	5,670	17,197
1875-76.....	44	76	12,092	6,069	18,161

The increase in pupils studying German for the present year, over last year, is 964, of which 565 are German-Americans and 399 Anglo-Americans.

Enrollment, Attendance, and Cost of Instruction.

YEAR.	Whole Number Enrolled in Day Schools.			Average No. Belonging.	Average Attendance.	Per cent. of Attendance.	Per cent. of Attendance on Total No. Enrolled.	Average No. of Teachers.	Av. No. of Pupils belonging to each English Teacher.	Average Cost of Tuition per Scholar.	Av. Cost of Incidentals.	Total Cost per Scholar.	Average Amount of Teachers' Salaries.
	Boys.	Girls.	Total.										
1857-58...	5,058	4,711	9,769	5,814	5,361	92	55	123	47	\$11 65	\$2 95	\$14 60	\$550 75
1858-59...	3,342	4,769	10,111	6,253	5,739	92	57	140	45	13 29	3 87	17 16	583 51
1859-60...	5,933	5,469	11,342	7,040	6,422	91	56	158	45	12 16	2 35	14 57	583 20
1860-61...	6,347	5,819	12,166	8,098	7,407	92	61	167	49	9 65	1 83	11 48	409 52
1861-62...	2,909	2,878	5,787	3,654	3,364	93	58	76	48	12 59	1 40	14 00	605 64
1862-63...	4,116	3,989	8,105	5,272	4,752	91	58	111	50	...	...	11 19	465 65
1863-64...	6,139	6,210	12,349	7,715	7,058	91	57	162	48	11 17	2 49	13 66	532 35
1864-65...	6,990	6,966	13,926	9,090	8,121	90	58	184	48	13 31	3 86	17 17	657 04
1865-66...	7,256	7,300	14,566	9,593	8,846	91	61	204	47	15 15	3 98	19 13	712 77
1866-67...	7,830	7,461	15,291	10,754	10,029	93	66	200	47	14 85	1 99	16 84	725 77
1867-68...	9,246	9,214	18,460	12,281	11,848	93	64	278	46	15 51	2 13	17 64	713 00
1868-69...	10,757	10,429	21,186	15,282	14,218	93	67	340	49	15 86	2 03	17 89	711 84
1869-70...	12,175	12,172	24,347	17 670	16,277	92	67	411	48	16 85	2 05	18 90	704 98
1870-71...	13,688	13,899	27,587	19,884	18,428	93	67	487	46	18 33	2 49	20 82	748 51
1871-72...	15,085	15,209	30,294	22,010	20,479	93	67	534	46	18 53	2 28	20 82	763 88
1872-73...	16,895	17,033	33,928	23,002	21,113	92	62	613	42	19 74	2 18	21 92	740 65
1873-74...	16,825	17,448	34,273	24,731	23,105	93	67	601	47	18 80	2 71	21 51	773 43
1874-75...	17,692	18,249	35,941	26,183	24,438	93	68	654	46	19 21	2 53	21 74	772 43
1875-76...	18,855	19,535	38,390	27,501	25,426	93	66	668	47	19 10	2 16	21 26	786 84

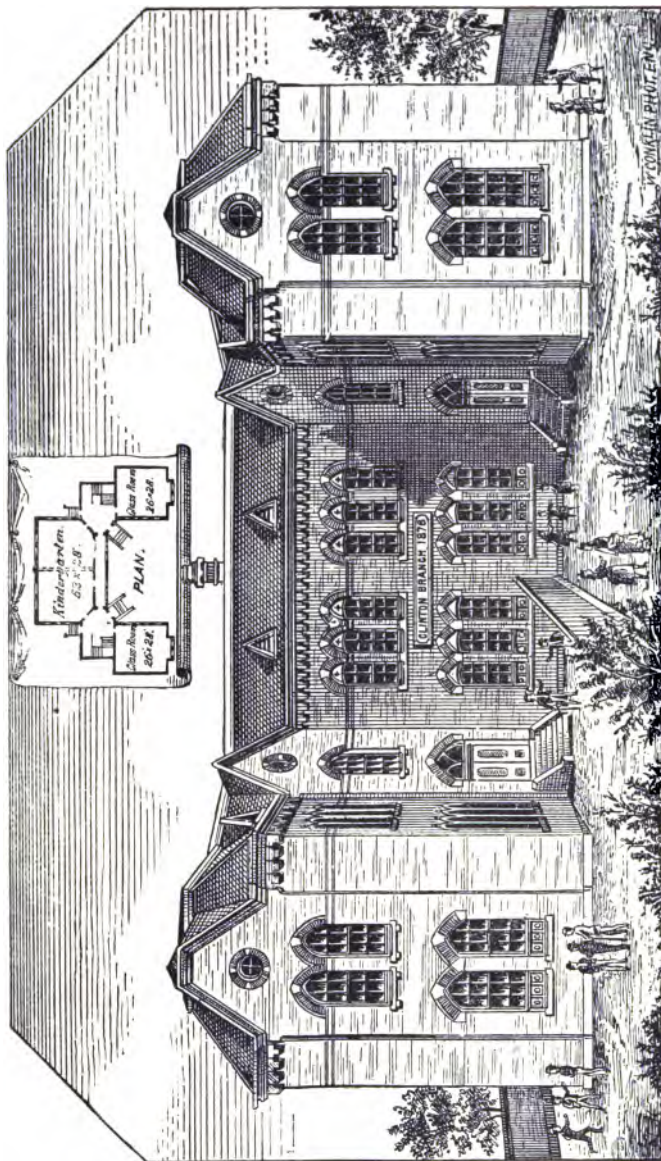
The item "average number belonging" is the number upon which calculation is made in the above table for the cost of tuition and incidentals.

The total number enrolled for the year was 38,390, and based upon this number the cost to each pupil was:

For Tuition.....\$13 75
For Incidentals..... 1 55

The total average cost for each pupil, therefore, counting in all pupils, whether attending High or Normal, District or Kindergarten, was \$15.30.

The average of attendance for each pupil for the year was 132 days. His tuition and incidentals therefore cost the Board eleven cents per day. The item "tuition" includes teachers' wages only, while the item "incidentals" includes janitors' salaries, fuel, ordinary repairs and supplies, (inclu-

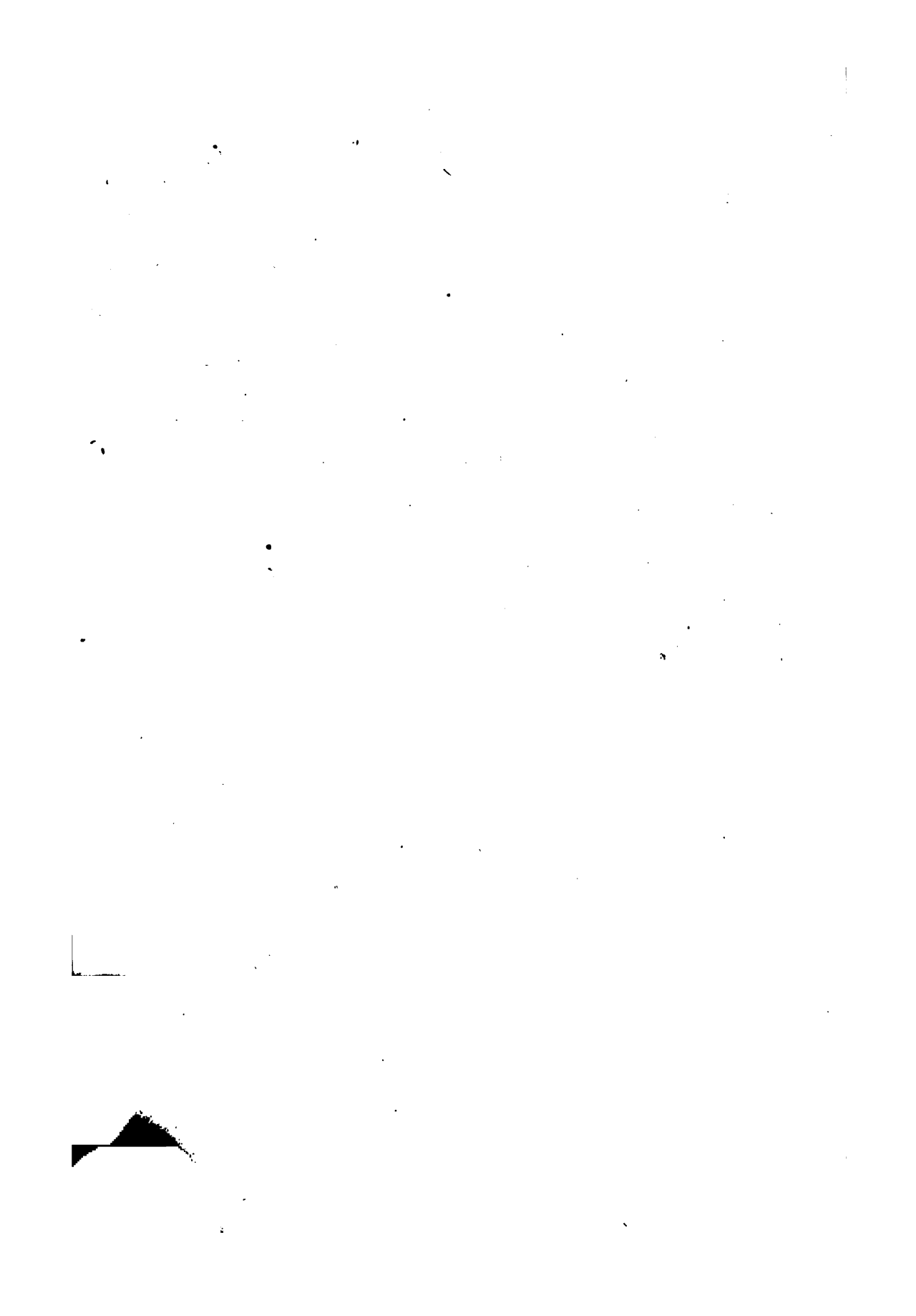


CLINTON BRANCH SCHOOL.

ding books for indigent pupils, apparatus of all descriptions, pens, ink, chalk, mats, thermometers, clocks, &c., &c.)

The cost of tuition in music to each pupil enrolled (based on the cost of the four special music teachers) is twenty-one cents per annum. The cost of special instruction in German is an average of \$1.41 for all pupils enrolled, and about \$2.50 for each pupil that actually attended the German classes. If we deduct music and German ($\$1.41 + .21 = \1.62) from the total average tuition as given above at \$13.75, the tuition remains at \$12.13.

Again, if we omit the High and Normal Schools from the above calculation we find the entire average cost of tuition in the District Schools to be \$12.35 per pupil, or omitting also music and German, \$10.73.



NORMAL SCHOOL.

In my report for 1870 I printed statistics showing the number of years' service of our corps of teachers. I have collected the same statistics for the present year, and arranged them in the following table with those of 1870.

No. Years' Service of Teachers.

	<i>Male.</i>	<i>Female.</i>	<i>Male & Female.</i>
	in 1877		1870
Less than 1 year.....	2	57	...
1 year.....	2	48	68
2 years.....	2	63	72
3 years.....	4	49	62
4 years.....	4	54	49
5 years.....	1	54	59
6 years.....	4	54	41
7 years.....	5	57	28
8 years.....	5	36	26
9 years.....	2	30	16
10 years.....	4	22	24
11 years.....	4	25	10
12 years.....	1	18	10
13 years.....	6	7	20
14 years.....	2	11	7
15 years.....	4	19	8
16 years.....	3	3	3
17 years.....	4	3	6
18 years.....	4	10	2
19 years.....	2	3	3
20 years.....	1	5	3
21 years.....	3	3	3
22 years.....	...	4	1
23 years.....	...	5	...
24 years.....	...	3	1
25 years.....	2	1	4
26 years.....	1	1	1
27 years.....	...	1	...
28 years.....	...	2	1
29 years.....	...	2	...
30 years.....	1	2	...
31 years.....	...	...	1
32 years.....	...	...	...
33 years.....	2	...	1
37 years.....	...	...	1
Total.....	75	653	531

It appears that the average term of service for the 728 teachers whose record has been ascertained for this year, is nearly $7\frac{1}{2}$ years, and that the average of the male teachers included in the list is $11\frac{2}{3}$ years, while that of the female teachers is $6\frac{1}{2}$ years. The average term of service of our teachers (male and female), in 1870 was only $6\frac{1}{2}$ years. It is remarked that the term of service is longer and that fewer resignations occur in those periods in which there is a decline in business prosperity than in flourishing periods. It is the same with all salaried positions.

In the following report Mr. Soldan gives an account of the changes in the Normal School for the past year:

W. T. HARRIS, Esq., *Superintendent of Public Schools.*

Sir:—I present in the following annual report an account of the Normal School during its twenty-seventh and twenty-eighth terms (Sept. '75 to June '76).

The annual record of admission shows names; for the several classes the enrollment during each half year is—

	Sept. '75 to Jan. '76.	Jan. '76 to June '76.
Senior Class.....	64	46
Middle Class.....	43	32
Junior Class.....	50	44
Fourth Class.....	90	70

The average age of the pupils at the end of this year was—

	Years.	Months.
Senior Class.....	19	9
Middle Class.....	18	3
Junior Class.....	18	4
Fourth Class.....	17	11

Graduates.

Of the two classes that graduated this year, the January class numbered 42; the June class 40. The names of the graduates are—

JANUARY 29TH, 1876.

Alice L. Bishop,
Ida Boyden,
Louise A. Brown,
Theresa A. Brust,
Becca M. Chappelle,
Mary J. T. Connelly,
Barbara Cousland,
Jennie T. Dunlap,
Laura A. Dwyer,
Kate B. Elberg,
Ella S. Fargo,
Eugenia J. Felix,
Laura E. Fisher,
Lenora H. Flach,
Maria C. Franklin,
Eva H. Goff,
Carrie S. Hight,
Maggie A. Hughes,
Catharine F. Kennedy,
Addie L. Lake,
Bettie W. Lampton,

Maggie R. Ludlow,
Octavia E. Marlow,
Anna E. Martin,
Dora L. Mathers,
Annie L. Matthews,
Fannie L. Matthews,
Estelle Maxson,
Claudina M. Meyer,
Esther Mills,
Matilda A. Nipher,
Mary Nolan,
Alice S. Reiss,
Ella Rosenbaum,
Adella E. Sleeper,
Phebe E. Spencer,
Emily H. Taylor,
Ella N. Thompson,
Laura J. Tichenor,
Mollie A. Turner,
Maggie L. Watson,
Emma A. Whitman.

JUNE 10TH, 1876--ADVANCED CLASS.

Bertha A. Banister,
Maud L. Bereman,
Dorothea Brand,
Mary L. Fairchild,
Ella C. Griffith,
Fannie B. Griffith,
Sallie W. Griffith,

Katie Harrington,
Elma Martin,
Sophia J. McElwain,
Lulu C. Mudd,
Amalia Rotteck,
Ella M. Scott,
Mary F. C. Summers.

SENIOR CLASS.

Anna Allan,
Celia H. Ballauf,
Lucy M. Bell,
Louisa A. Bressler,
Julia M. J. Casey,
Edna S. Cole,
Dora L. Dauber,
Ella A. Finnigan,
Stella Celeste Fulton,
Adelaide May Haig,
Mary A. F. Heffernan,
Kate E. Kelly,
Marie Koberle,

Lucy D. Low,
May J. Maher,
Sarah A. McGuire,
Ida E. Mock,
Jennie F. Morton,
Clara F. Patterson,
Luella Richards,
Jennie Riddle,
Clara Ringling,
M. Blanche Ross,
Anna M. Schnuhr,
Katie Schultheis,
Sigrid Smith.

Supply of Teachers.

Until a year ago the Normal School was not able to supply more than about one-half of the teachers needed to fill the vacancies occurring in the District schools. This has changed altogether, as there are considerably fewer vacancies to fill, and more applicants for positions than in former years. The causes of this change are evident.

The financial depression throughout the country, and the slackening movement of the wheel-work of trade and commerce which have affected every relation of life, could not fail to influence the educational interests of the country. Hard times bring in their course a sadly changed law of labor—small demand and excessive supply. Where all things are subject to a social law school systems are not exempt. In connection with our city schools the operation of this law became manifest in two ways. In the first place, there were more candidates who wished to become teachers, and, secondly, of the teachers in the employ of the Board an unusually small number have resigned in the course of this year. For a long period the annual number of vacancies showed regularly the ratio of 20 per cent. of the total number of teachers engaged in all the schools. When the Board employed five hundred teachers, there were about one hundred vacancies a year. During the last two years the ratio has been very much smaller, since but a very small number of teachers resigned. If it were not for the decline in the regular ratio of vacancies, even the present increased accommodations of the school could not supply teachers enough to meet the usual demand.

On the other hand, there has been a larger number of applicants for admission, especially of such students as were entitled to enter the Senior Class. In former years but few of this class applied, six, I believe, being the highest number at any one time on record, while within the last few years each fall term brought us between thirty and forty of this very desirable class of applicants

of advanced standing. As these new pupils were allowed to graduate after five months—until February, '76, when the action of the Board changed this—the graduating class, which was very small at the beginning of the year sometimes, swelled to double its size. The rule which extended the course of study by making it two years and a half instead of two years, was passed by the Board of Public Schools in its meeting of September 14th, 1875, and reads as follows:

Resolved, That one-half year's work be added to the course of study for the senior class of the Normal School, so as to make the entire course for that school two and one-half years in length, the same to take effect with the senior class commencing February, 1876, and that an advanced division of the senior class be formed at the earliest practicable moment, composed of pupils who elect the full course of one year for said class.

At present all applicants, even those who enter on advanced studies, are expected to remain at least ten months in the Normal School, a time that is certainly not more than adequate for the preparation for the important task of teaching the young. To limit the supply of teachers graduating from the Normal School the Board of Public Schools passed a resolution fixing the total number of pupils admitted at two hundred; since the passage of this rule the number has been considerably below this limit. It is obvious that this decrease in the demand for teachers is not of a lasting but of temporary character, for the causes that lead to it are not likely to prevail for a long time. It came upon us with the hard times and is likely to pass away with them; it appears to be changing already. Statistics show that as a general rule the average number of years during which those engaged in teaching continue to follow the profession is very small. The teacher's school life, as the facts are at present, lasts but a few years. Hence, a smaller number of resignations one year is apt to be followed by a correspondingly large number of resignations during some subsequent year. The rapid increase of the city requires additional school accom-

modations every year. Already the necessity of new buildings has become manifest, and an increased demand for new teachers must be the consequence.

At any rate, disagreeable and inconvenient as the scarcity of positions is for the candidates, the abundance of supply has been of advantage to the schools at large. Where there are many to select from, there is a proportionately larger number of the best qualified teachers, and the abundant supply made it possible to raise the requirements for admission, promotion and graduating.

The total number of teachers which the District Schools have drawn from the Normal is 569.

Extension of the Course.

In order to make instruction and training more effective, the course of the Normal School was extended to two years and a half by the resolution of the School Board quoted above, while, by another resolution, a better preparation by previous training was required for admission into the Normal School. By the following rule, passed by the School Board December 14th, 1875, no applicant from the High School is to be admitted before having finished a year's work there :

*Resolved, That.....*the candidates entering the Normal School from the High School be required to have completed in a satisfactory manner at least one year's work, or the work of the Junior Class, in order to entitle them to admission into the Fourth Class of the Normal School at the age of sixteen years and without examination. This to take effect with the class entering the Normal School in September, 1876.

Hereby a class of applicants is secured that is better qualified as regards scholarship, inasmuch as they have finished, among other things, a year's work in Latin and algebra before entering, and are ready to begin the second year's work instead of being obliged to begin at the beginning when admitted into the Normal School, as was the case formerly, when those were admitted who had only half a year of High School training.

Origin of Normal Schools.

Normal schools do not owe their origin to some visionary scheme, such as sometimes takes the mind of the age by surprise and reigns with the tyranny of a new fashion, whose brief life forms a moment's interval between the first marvel of surprise and the subsequent tedium, but they were called into life by a public want.

They were not a luxury in which the age allowed itself to indulge, but a necessity for the improvement of primary education; they were founded at a time when, while higher education was flourishing, the schools of the people were, to a great extent, in the hands of the ignorant and unqualified. The refuse of other callings and professions, as a last resort, took to the teacher's chair, and it became necessary, if the common schools were not to go to wreck and ruin, to secure a supply of qualified instructors. This led to the founding of the first normal school.

In our country the educational problem which called for immediate solution in the early part of this century was the much needed improvement of the common schools. In the revival of education which was accompanied by the efforts of the purest and wisest minds, James G. Carter, Horace Mann, Geo. B. Emerson, and many others, it was discovered that the only way of improving the condition of the schools was to train young teachers in the work of their profession. In 1839 the "first normal school on this side of the Atlantic" (H. Mann, *Life of*, p. 115), was opened in Lexington, Mass., when three candidates presented themselves for admission; it was not before 1845 that these institutions were formally adopted into the school system of the State. (Framingham Memorial, p. 54.) From such a beginning, the magnificent system of institutions of this kind which the country now supports arose. The truth that the improvement of the common schools is most easily reached through the maintenance of good institutions of this kind is so obvious that whenever and wherever efforts are made to elevate educa-

tion, the first step is a provision for the training of teachers. In this way Prussia created her school system. England was bound to follow in the same course when she inaugurated her new educational era, and our own country has not been slow in adopting it.

It is remarkable that the system, which has spread so rapidly and has had such great influence on the common school cause, is of such recent growth. In the public mind the conviction is becoming gradually settled that for the teacher's work preparation is at least as necessary as for any other pursuit. People usually would not think of having their shoes made by one who had never learned to make shoes, and will think still less of having their children taught by one who has not learned how to teach them.

Peculiar Character of Normal Schools.

In other schools, the aim of instruction is that the pupil may know the subject; in normal schools, that the pupil can teach it. There is a great deal of difference between knowing a thing and being able to teach it, and hence institutions that are adapted to the former purpose must naturally differ from those established for the latter. It is not the aim of non-professional schools to prepare for any one calling, but for life in general, while it is the purpose of normal schools to prepare for a special pursuit. Hence, as these aims contradict each other, ordinary schools cannot well be made general and special at the same time, and the necessity of separate special schools becomes evident. A few lessons in the theory and art of teaching, and the like, added to the course of a general school, cannot be a sufficient substitute for normal work, because mere instruction in science does not make the teacher. Teacher-like habits of study, recitation, life and manner are of as much importance at least as the science of teaching. Training of teacher-like habits is essential in an institution for the education of teachers, but would be sadly out of place in a school that

prepares for life in general. The fact that the young teacher moves for years in the society of those who intend to follow the same profession, leads to manners and habits that are peculiarly helpful in the future work. Nothing becomes so firmly planted in human nature as what has passed from being a mere idea, a single resolved action, into habit. Therefore, teacher-like manners and ways of speaking and acting must become habits with the young student; her opinions of a teacher's duty must pass over into convictions, slow action by reflection into the quick and spontaneous impulse of correct habit. Each study should be considered in its relation to the teacher's work and in regard to the methods by which it can be taught.

Institutions of learning in general may attempt this kind of work, but if done in the only feasible way, they lose their general character, and become normal schools in all but name. If this kind of training in general schools consists in learning the science of teaching only, and the cultivation of habit is omitted, there is no normal training proper. In either way the general or special object must suffer. This, of course, does not apply to colleges and like institutions, where there are schools within the schools, and the special professional pursuits of learning maintain their independence, and rather support than disturb each other. There normal work of the best kind may be done.

Distinction from Colleges.

Just as faulty as the converting of the general purpose of an ordinary school into a special one, is the turning of a normal school into an academy or college for general learning. A law school is not the place for the education of physicians; a medical college cannot give proper education for a lawyer; nor are normal schools the institutions to educate for life in general; this task should be left to High school and College education. The field of education is so wide that a division of labor among schools is indispensable, and

each school is a necessity, while it performs independent and defined work, and fills a special place that cannot be occupied by others. But the moment it ignores this division of labor by taking upon itself a task beyond its province, it destroys the very principle which called it into existence.

Preparation.

It is, of course, desirable to have the highest scholarly acquirements in the possession of the students of a normal school before they are admitted, but this well-meant wish soars over the limits of sober possibility. Neither the best talent nor the best scholarship follow *en masse* the humble walks of life of the common school teacher, as long as more remunerative and brilliant pursuits are open to aspiring minds. Nor are other professional institutions the happy recipients of the carefully-schooled applicant. Medical and Law colleges, with the exception of a few, throw open their doors to all applicants without the careful examination as to qualifications which each normal school in the country gives to its candidates. Instead of saying that candidates should not be admitted before they have gone through the highest general course of instruction, it would be better to express the wish that it were not necessary to do so. As it is, normal schools must receive those as well who have just sufficient and adequate preparation, and cannot wait for the time when all applicants will possess blameless scholarly acquirements. The common schools cannot wait for their teachers till then. The efforts of all normal schools in the mean time are directed toward raising, gradually, the requirements for admission as high as can be done without closing the school to the present applicants altogether. There is no doubt that professional skill is much enhanced and deepened by a general culture, but it is not altogether dependent on it. A person may possess sufficient scholarly acquirements and still not be the best teacher, and it will be well to distinguish between indispensable or necessary and desirable

or useful preparation. It is neither necessary nor can it be expected that the average common school teacher bear the whole world of science and art on his intellectual shoulders. A thorough knowledge of the subjects which are to be taught in the common schools is necessary; a comprehensive knowledge of the liberal sciences and breadth of culture are useful. Another indispensable accomplishment is a knowledge *how* to teach, which again must be preceded by the study of child nature, with its physical and mental laws. These are neither unimportant nor easy studies, and point clearly towards the necessity of special schools for teachers. Practice in the school-room alone—although not enough stress can be laid upon its value—will not be sufficient to impart this information; education is, to every conscientious mind, too serious a matter to be made the play-ground for the bungling experiments of the crude novice in teaching, who is neither aided by practice nor by any previous study of the science of teaching. Practical experience, the young graduate of a normal school, as well as the novice of no previous preparation, may be lacking; but this is certainly bad enough in itself, and there is no need why persons whose opposition to normal schools is sometimes not interfered with by any knowledge of their work should naively write themselves down as favoring the absence both of practical experience and the knowledge of the science of education.

Sphere of Activity of Normal Schools.

The science of pedagogics is the proper study for normal schools. It comprises the study of the ends and means of education in general, its limits, its departments of family, school and life education in their relation towards each other, the medium of instruction, language and the art of questioning, of the methods of teaching, of the history of education—which helps to guard against mistakes by showing how other teachers and schools have succeeded or failed, suggests new ideas and efficient methods, enriches the teachers' experience

by the thoughts of the greatest educators of all ages, and gives an idea of education in general and its relation to State and society;—of the laws according to which the young mind can acquire knowledge, and which are drawn from logic, psychology, physiology and hygiene; of the mechanism and appliances of school-work, such as the school laws of the community and the rules of the school, the use of apparatus, the management of the school in regard to discipline and order, and so forth.

Habits.

In every calling there are certain things to be observed and done which require the slow work of attentive and not always successful efforts on the part of the apprentice; gradually, however, what was a laborious task first, becomes a habit, and as such is the main element of skill in business. There are special habits in the business of teaching which can be acquired in a normal school. Whatever knowledge, science, or professional habit can be possessed before the young teacher enters upon his school-work, should be acquired before he assumes his duty; enough remains to be learned besides this.

Thus, another most important task of professional training is the forming of habits which make will, action and life move on in the quiet rhythm of a teacher's work. Manner, language and method should habitually be of such a kind that while reading, writing, or whatever the task may be, implied lessons of truthfulness, love and sympathy are taught unconsciously by example. The ability to teach these implied lessons appears all the more important if it is considered that possibly the teacher may be placed in a school where family education is either wanting, and has failed to teach the thousand little life-rules which the gentle finger of the mother can point out, or where the family bias rather turns away from ethical aims.

The necessity of training teacher-like habits, of making

the student speak, move, and act daily throughout the course as if he stood as a teacher in the presence of children, until this becomes part of his nature, shows again the distinctive character of a normal institution. No general school can do this without becoming unfaithful to its duty to train habits which will fit for life in general. A school that teaches normal studies and slights normal habits does not give adequate professional training.

Limits of Normal School Training.

These considerations show what normal schools should do and what avoid. Let them be careful not to wander from their way, in following the glittering mirage of the generalities of culture while there is a special object to be accomplished, or they will deservedly lose their identity. If a normal school wants perforce to be a college for general culture, why have normal schools at all when colleges fill their places well enough. Let the line be drawn distinctly. normal colleges and schools have a right to exist, and are a necessity so far as they fill out a sphere not occupied by other institutions. If they leave this unassailable position to grasp at the shining honors of college life, displaying acquirements in chemistry or natural philosophy as their distinctive lustre, the question is bound to arise: What is all this for? Colleges and High schools do this well enough. Again, why have normal schools at all? Not that the study of all these things and of science in general is not within the province of a normal school education that has a sufficiently long course, but these liberal accomplishments should hold their relative subordinate position to the main idea, and instead of being ends be means to train teacher-like habits of language, manner and method.

Non-Professional Studies.

While the professional studies should occupy the first place, other non-professional studies are at present and per-

haps always will be a necessary part of the programme. There are many reasons for this. In the first place the previous acquirements of some students are insufficient, although it is frequently the best preparation attainable. Another class of students bring with them very efficient High school and college education, but are by the very fact that they have spent three or four years in higher institutions of learning, removed by a long interval of time from the common school studies which they have to teach. They are well taught in culture studies of higher order, such as Latin, French, higher mathematics, literature, and so forth, but have forgotten the details of the common branches.

As these circumstances are likely to exist always, it is not probable that non-professional studies will ever be allowed to disappear from the normal school course. Nor is it so certain, as some think it to be, that their exclusion, and the shortening of the course in consequence, would be altogether desirable. The main part of normal school training, as set forth before, is the formation of habits. These, however, are in themselves of slow growth if they are to have depth and strength. The longer time a habit is allowed to grow, the more firmly its roots cling round the heart, and the more effective is its influence. A habit of a few months is not as fixed and indestructible as one of years. Hence if by the exclusion of all culture studies the course becomes too short and the incipient teacher-like habits have no time to become rooted, they are but on the surface, and hence are soon eradicated by the friction of life and the natural indulgence which the individual has towards his own weakness.

Extension of the Course.

In our own institution a very important and beneficial change was made by the action of the Board of Public Schools, by which the shortest time for which pupils who wish to graduate, and who have successfully completed the course in the Saint Louis High School, must attend one year instead of

half a year, as was the case before. Half a year, while of course better than no preparation at all, was deemed insufficient to enter deeply into the study of the science of teaching, and not an adequate time for the formation of habits.

Culture Studies.

Culture studies should hold their place in a professional school as a means, not as an end; they should be subordinate to professional training proper, and above all things lead to teacher-like habits and manners by the way in which they are taught. Each recitation throughout the course should be a teaching exercise given by the pupil reciting to his fellow-pupils. By this the student can exhibit and practice his power of expression, adaptation, analysis, clearness, conciseness, and skill in illustration. This practice in itself tends toward the education of young teachers, who, to say the least, are no longer trammelled by the fetters of printed questions and answers, and a slavish dependence on the text book, but who can supply the explanation and understand those conversational lessons which may be made to teach more than the dead letter. It seems possible for each normal school to accomplish at least this: that it sends out teachers well versed in the general knowledge of the subjects of instruction, who know how to teach children, and possess good habits of manner, speech and method; that the young teachers have in their minds certain resources which aid them in the difficulties of discipline and order, and that they possess a knowledge of instrumentalities by which they can make their practical experience useful, and are enabled to master and discipline a school in a shorter time than others of the same amount of natural talent, who are ignorant of these instrumentalities.

In our own city, besides these general acquirements, there are some special things in which the pupils of the Normal School receive training, e. g., Phonetics, Grube's Method, &c. For all these acquirements time is necessary. Grave

responsibilities are connected with a teacher's profession, and his training in a normal school should not be made a mockery by expecting them to turn out ready-made teachers in a few months.

Experience vs. Science.

Normal schools can no more be expected to send out experienced teachers than medical colleges to turn out experienced physicians. But they certainly may be supposed to send forth teachers that learn the necessary, practical details better and quicker than others, for they possess some knowledge of them before they begin. It is not more reasonable to demand that these institutions should send out experienced teachers than to ask them to send out their pupils ten years older after a two years course. No professional school pretends to furnish all the experience which practical life alone can give. Schools are not considered a failure because they do not add a few feet to the child's height, or give him a sixth sense, or change the feelings and thoughts of a boy into those of a man, nor are normal schools failures because they do not turn out the instructor of many years' experience. All they can be expected to do is to educate young teachers who understand the nature of their work, who are ready to grasp the experience of the school-room, and are quick in assimilating it and turning it into active use.

There is, however, another side to the question whether the young graduates of a normal school really possess no more experience than other persons who have neither such training nor the routine of practical activity. Experience, it happens, can be summed up in words and communicated to others. The great privilege of the race, the great fountain head of all progress, is the possibility to profit by the experience of others. Without it all culture is destroyed; each being has to live again the life of Adam, the man without experience. Science and culture are an inheritance

which we received from our fathers, to which each generation adds its mite before it passes out of existence. On the stepping-stones of the past alone the present can rise to higher aims. In the same manner a great treasure of educational experience can be expressed in words and communicated to others. Persons beginning to teach without having been made acquainted with this experience by previous training, are obliged to grope their way in the dark until slow routine has beaten a narrow path on which, after years, they find just room enough to look down with contempt upon the better claims of scientific experience.

The wisdom of the best individuals that have ever thought about schools and education can be learned, and this is valuable experience which normal schools can give. They can inspire teachers with enthusiasm which, while it may be transitory, lends a freshness to daily work which arouses the pupils, and which dry routine work hardly ever engenders. There is no particular harm, it seems, if the young teacher sees in her profession a little more than merely a way of making a living.

While the previous considerations indicate the kind of experience which normal schools cannot and the kind which they can give, there is a certain sort of experience which can be fully possessed before one begins to teach; such as the knowledge of the course of study, the character, contents and use of text books, the school laws, the directions of board or superintendent, the methods by which to teach, means by which to govern pupils, the teacher's duties, the keeping of school records, the required reports and the management of the school apparatus, ventilation and the like. These things can be learned in good normal schools; hence it is not quite correct to assert that the graduates of these institutions are sent out without experience, and this statement is all the less true, as model schools, or schools of practice, afford to the pupils an opportunity for practical work in the school room before graduating

Opposition.

Normal schools sometimes meet with a kind of quiet opposition or dislike on the part of old teachers. This may seem strange, as denying the claims of professional training is equivalent to denying to education the character of a science, and to place it on the level of mere mechanical routine. Still it is not difficult to understand a view that is the natural outgrowth of a conservative turn of mind. We cling with justifiable love to the recollections of our own education. Many teachers whose scholarly acquirements entitle their opinions to special weight, received their education in the highest institutions of learning, in colleges or universities, after a previous course in high schools and academies. Perhaps the value of their own training makes them a little biased against a course of teaching whose principle seems to imply that academical and college training is not sufficient for the common-school teacher. But, it is said, there are good teachers who have never attended a normal school. This is true, no doubt, and everybody knows it. But with the same evidence of truth it might be mentioned that there are many poor teachers as well who have never attended a normal school. It would be just as valid to infer from such premises that in order to be a good teacher it is not necessary to attend a normal school as to infer that all that is necessary to become a poor teacher is to keep away from a normal school. To point an argument against normal training from such a basis is about the same as to declare musical training superfluous because there are persons who can sing well without such training, on account of a naturally sweet voice and good ear. A naturally beautiful voice is good enough, but it requires the skilful training of musical science and art to lead even the natural genius to perfection. So in teaching, no doubt, innate aptitude and talent may achieve a great deal without special preparation, but they might accomplish more if they had careful schooling to assist them. To argue against professional training for teachers

is to speak against making use of the experience of others, and tastes of the barbarous self-conceit of empiricism, which thinks little of science. It is, of course, possible to learn the work by the practical routine of years, and many excellent teachers have done so, but to parade this in the eyes of young aspirants as the best and only way of achieving excellence is a deplorable mistake. It may be sufficient for the natural educational talent, but it is only just sufficient, nor does this have a very wide application. There is no superabundance of talent in general, nor any superfluity of educational genius in particular, and for the rest careful training is not omitted with impunity. Even the genius who will do well enough without previous professional training would do still better with it. Practical skill will not be hurt by the study of the science of teaching, for the danger of knowing too much is not so great as it seems; it is at least successfully avoided by many people. Good teachers would be the better by careful previous preparation, and poor teachers less poor.

Normal School Ideas.

Another blemish, or disadvantage of scientific preparation for this most important work which the advocates of rut-work have discovered is that professionally educated teachers are filled with new ideas and theories, of which they must rid themselves before their work is of any usefulness. Absence of ideas is desirable on a basis only which assumes that ignorance is bliss. This sounds very well as a sarcasm, but is a rather unsatisfactory and sad saying if meant in earnest. The truth lies rather on the other side; what is to be regretted is not the plenty but the dearth of ideas, the lack of freshness and originality, the prevalence of dead mechanism, the running in dry and dusty ruts, the lack of sympathy with child nature, the want of enthusiasm and the careless indulgence engendered thereby, the narrowness of a horizon never widened by ideal aspiration, and the nar-

rowness and pedagogism which build Chinese walls between school and life education, and ignore the just demands of parent and public. The bane of the school room is not the presence of ideas, but their absence, which makes teaching run in the groove of mechanical tradition instead of appealing to tact and living common sense. The learning of new ideas, though they may be uncomfortable to those who do not like to be disturbed in the long-accustomed course, arouses activity, and even if there should be a visionary one now and then, they keep school-life in healthy motion and in harmony with the demands of the time. But these dreaded new ideas of which normal schools are considered the source are not at all the gist but the flavor of normal school work. The essence lies in the aptitude which the pupils take with them to become teachers who do thorough, conscientious and successful work.

If, however, the objection referred to above is directed against sterile and false theories which may possibly be implanted in the minds of the students, the point deserves consideration; but, may it be remembered, it is not directed against these institutions in general; for it is not incumbent upon any class of schools to teach false theories, nor are all theories necessarily false. These objections may possibly apply to some particular school that is guilty of encouraging foolish views and notions that hardly rise to the dignity of a theory. No doubt grave mistakes have been made in this direction, but fortunately they are not general. Normal schools should cling with an iron grasp to their connection with the public schools for which they prepare the teachers, and should teach nothing that is not warranted by practice. A theory that is belied by the facts is not worth the breath of even the foolish mouth which utters it. To this class of notions which should not be taught belongs the conceit which believes that with his graduation the young teacher finishes his education. He should know that he has completed but a day's work, which years of

practice must continue, if it is to avail. He should, at any rate, be free from the superciliousness that believes there is little left for him to learn.

Success and Failure.

The practical success of teachers educated by normal schools, and the improvement of common schools, are a matter of record. The country which first established these institutions, and has maintained them these hundred and fifty years, has at present a common school system far better and less expensive than that of any other nation; almost all her common school teachers are normal school graduates. The state which established them first in our country, Massachusetts, sees itself to-day rewarded by a well-deserved educational reputation. In our own city, five hundred of our graduates have had the good fortune to help in the work of our city schools, and more than three hundred teachers employed at present received their training in our institution. Of the the character which their work, in the long run, has in the opinion of the School Board, the statistics which I collected in 1873-74, in order to test how our pupils rank in their profession years after they have left the school, speak conclusively. Of the 62 graduates of the years 1857-68 still teaching in the schools, five were principals, ten were head assistants (about one-half the head assistants in the city), nineteen were first assistants, and twelve were second assistants. In other words, the value of the services of the Normal graduates of the classes '57-68 who were teaching in the city at the time mentioned, had been recognized by many successive organizations of the Board by promoting, in the course of years, forty-six of the sixty-two to higher positions.

Time is the safest test of any improvement that is to be permanent. To found a normal school to-day and expect from it educational wonders to-morrow, is not the action of a wise mind, but like that of the child who buries a cherry-stone, and digging it up after an hour is disappointed that the tree has not grown.

Nor is the success or failure of any particular school, nor of any particular graduate, (although a great deal more is said about the failure of one than the success of five hundred)—a criterion of the effect of such training in general. Careful preparation for any task is an aid, not an assurance of success. No one pretends that a normal graduate may not fail in her teaching as well as anybody else, but it is difficult to understand how this can be construed into an argument in favor of dispensing with professional training altogether, when it is so clearly an additional reason for still more careful preparation.

Test of Fitness.

Two years or even one year of training is a better test for the teacher's work than a written or oral examination of a few hours. The latter may be an efficient test that the applicant possesses knowledge, but not that he is able to teach others. Hence inability to teach may become evident when the work of the normal school is attempted, while if the candidate had been employed as a teacher directly it might not have been discovered until a failure in the school room had established it, after a part of the lives of the pupils has been wasted by worthless attempts at teaching, and the money of the community had been paid for bungling experiments. Had such a person entered a professional school instead of being allowed to engage in teaching at once, his unfitness for the proposed calling would have been detected in nine cases out of ten, and a useless experiment at public expense avoided. In these schools a sifting process is carried on by which gradually those who are not, and likely never will be, qualified are prevailed upon not to attempt to teach. It is not the least merit of normal institutions that by their sifting many a poor teacher is kept out of the common schools. It may happen now and then, the most careful selection notwithstanding, that a graduate is sent out who proves unsuccessful as a teacher, for it is impossible for the human mind

to judge absolutely of future qualifications by present acquirements, and the development of any character may diverge from the expected and probable course. When malice points to those few who have been sent out without meeting with the expected success, justice remembers not only the vast number of excellent instructors who have come from these institutions, but also that a thousand times as many failures are avoided that would occur in the school-room if there were no normal schools that winnow the chaff from the grain. Truly the cause of education is indebted to normal schools not only for what it receives but for what it escapes.

Inculcation of Ideas.

Good schools do not attempt or encourage in their pupils the forming of premature plans and cast iron rules for future action, but rather check them by preventing the students from committing themselves in questions which practice alone can fully decide. The student is certainly taught what can be done in given cases, and studies the reasons for possible plans, but he understands clearly that the question as to which is the best way for him to follow depends on his own personality, on the character of his pupils, and on other variable factors which cannot be sufficiently determined beforehand. Young students are not to be trained into the partisanship of any narrow and impracticable whim. Perhaps a short illustration will make this clearer. In our own recitations, among the many other points to be considered in connection with school management, the subject of corporal punishment is discussed. While the bias of the normal school, in harmony with the rules of the Board, is decidedly against the use of the rod in the common schools, pupils are cautioned when they study the subject that their present position in the question is simply a matter of theory, and that after all they will have to be guided by the circumstances of their future position. As a matter

of fact there have been always two parties in every class that studied the subject, those who believe in and those who oppose corporal punishment. No attempt is made to convert the two opinions into one. An opinion supported by good argument is respected, even if it differs from the teacher's. But the principle upon which punishment rests, the responsibility in inflicting it, the wishes and views of the community, are pointed out, and the legal side of the question is stated, so that when the pupil leaves he has not been made to form an absolute opinion, but when the necessity arises that he must decide for himself, he has been made to think sufficiently about the subject not to choose blindfold. Whatever he does, he knows the bearing of the resolution at which he arrives.

Educational Science.

Normal schools do not teach theory alone, they also give practice, as well by the training of teacher-like habits as by the arrangement which makes each recitation an exercise in teaching. Besides this, the students obtain experience in the schools of practice or model schools (School of Observation in our own city). True theory is in conformity with reality; it is the transmitted knowledge of the best minds, and in this case the briefly expressed sum total of the thought and experience of education in general. Nature ever keeps its word to the true thought. Leverrier, when he discovered the planet Neptune, ascertained its place in the heavens, its magnitude and time of revolution, before his eye had ever seen it. This, too, was a theory, but it harmonized with the facts.

The question: Is there any science of education possible? is answered by the other question: Is there any educational experience? to which question a negative answer would be an absurdity. Among all the variable elements—circumstances, individuality of pupil, peculiar condition of the special school, and so forth, there are factors which are not variable,

and hence can be reduced to system and science. Education is shaped for and by ethical purposes, and hangs in the frame-work of psychological and physiological and logical laws, and these at least are definable and capable of being taught. The history of education is in itself a science; showing failure and success in teaching, it instructs the student how to avoid failure without going through its hard school himself. There are many practical points, details and devices in teaching which may be learned by any one before attempting practical work.

No matter how limited the strictly scientific domain of education is considered, it cannot be denied that there is such a science; and it should be mastered before the practical duties are assumed. In other pursuits the tyro may be allowed to spoil and waste his first piece of work; in teaching, the material is too precious to admit of useless experiment and failure.

Theory and Practice.

Teaching is a business which must be learned like any other. Part of it can be acquired in the school-room only; another part may be studied outside of it. Whatever can be learned about teaching outside of the school-room the teacher should know before beginning to teach practically; enough remains to be learned thereafter. The object of normal school training is not to supply educational Sphinxes who are young teachers one way and old teachers the other, who have just graduated and at the same time possess the experience of years, but to supply young teachers who have mastered part of the science and art of teaching, and are willing to learn more, while the person who takes to teaching without professional preparation has to learn all and every thing. It may be a desirable plan for the individual to enjoy the emoluments of teaching without having lost time in learning how to do the work, but the public are interested in obtaining the work of such teachers only as are skilled at least

in the elements of the science and art of teaching before they receive appointments.

Present Difficulties.

Direct advantages are more obvious and popular than indirect ones. By colleges and High schools the community is directly benefitted; by normal schools indirectly through the medium of the common schools. Colleges and High schools furnish a great part of the directive power of all the callings of life, and the graduates who cherish and support them are naturally likely to occupy the most influential positions in life. Normal schools receive in the support of their graduates, generously as it is given, the support of the teaching profession alone, which no matter how great its power in forming young minds and their personal influences, has but a humble station in the social scale. Hence without the widespread root-work which makes other higher schools draw support from the sympathy of all classes, normal schools must rest in their usefulness for the common schools.

When Horace Mann first established normal schools, his great personal fame shed a lustre upon whatever he undertook, and the cause profited by it. No great personal reputation enhances their value to-day, they must stand on their own merits and find support in the truth that without them the common schools would soon be left without a sufficient supply of competent teachers.

At a time of general depression the periodical attacks on higher education are made more frequently; not so, fortunately, in our own city. Here the public, in following their strict policy of retrenchment, take care that the material interests of their schools be not hurt. In our community there are certain things which need no argument. People do not want to have fewer common schools, and build more prisons, they do not want to destroy the High schools and import all directive talent from other places; they do not want to crip-

ple the normal schools and cut off the supply of competent teachers.

Economy of Normal Schools.

The influence which this class of schools has had on the improvement of education in general in the short time of its existence, is obvious. They are the instrumentalities by which the State can influence education. Elevate the teacher and you elevate the schools. Take a palace and turn it into a schoolhouse—it will be a poor school if the teacher be poor. From a pecuniary point of view, the normal schools have cost a great deal of money, but have saved to the State ten times as much. If it were not for their supply of trained teachers, inexperienced persons would have to be appointed and receive a salary during their apprenticeship in the common schools. In the normal school the young teacher finishes his apprenticeship before becoming a teacher without being paid for it. The question of the support of the normal schools may be reduced to this: Shall a teacher receive pay before having learned her profession? If this is not to be done, normal schools are necessary in which the aspirant to the teacher's position can learn her calling before undertaking its work. The difference between a public school system which has normal schools, and one that has none, is, that the first spends money on young teachers while they are groping their way in learning how to teach, while the other lets them learn the work first, before it allows them to receive pay. One is a system of paid apprenticeship, the other is not. For the State it is cheaper to decline to pay for apprenticeship and to see that there are normal schools in which apprenticeship is finished before any salaried position is held out.

Influence on District Schools.

In our city the close connection between the normal school and the district schools points out the importance of its position. It has to do justice to its pupils, but should be mindful

at all times that it must subserve the higher interests of the general school system. Visitors of our district schools speak sometimes of the uniformity of the work which, without destroying the individual character of the special room or school, makes it possible for a pupil to remove to any part of the city and to find a fitting continuation of his work in another school. A great organization cannot exist and be supervised without uniformity of plan. If uniformity of work in a system of schools is to be achieved by a code of minute laws regulating every detail, it is bought at a sacrifice of individuality of teachers and pupils, and the loss is greater than the gain. Dead mechanism and the lowest work will be the inevitable result.

The only feasible way of having a school system of organic unity, free from the dead uniformity of mechanical routine, the community have chosen by establishing and maintaining a normal school through which every teacher has to pass in order to live herself into the idea according to which the school system is conducted. If there is such a living uniformity in our city, the normal school, which has supplied more than five hundred teachers, may claim to have been one of the instrumentalities which have helped to bring about this result.

All of which is respectfully submitted.

LOUIS SOLDAN,
Principal Normal School.

THE HIGH SCHOOL.

The number of applicants admitted to the Junior Class of the High School the past year is as follows :

	Over 80 per cent.	70 to 80 per cent.	60 to 70 per cent.	Total.
June, 1875.....	24	102	143	269
September, 1875.....	0	3	15	18
November, 1876.....	2	8	12	22
January "	18	67	45	130
April, "	7	21	26	54
	—	—	—	—
Total for school year 1875-6.....	51	201	241	493
June, 1876.....	40	65	60	165

The Junior Class is divided among the several Branch High schools, and there completes the work of the first year of the high school course of study. After completion of the work of the Junior year, the pupils are submitted to a rigid examination before admission to the Second class. The Second, Third, and Senior classes yet find accommodation in the Central High School building.

The accompanying report presents the condition of these classes, and the views of the principal in regard to it :

Report of the Principal.

W. T. HARRIS, ESQ., *Superintendent Public Schools, St. Louis :*

Sir—Allow me to submit the following as the Annual Report for the High School for the year 1875-6 :

Attendance.

The report for the year, as to attendance, is all that could be desired, and I need only say that this exhibit is creditable

alike to the management of the public schools and to the pupils who are to justify the efforts expended in the support and administration of public education. The enrollment is constantly larger, owing to the quarterly promotion from the schools below. The statistics likewise indicate a greater "tenacity of school life"—an indication by no means unfavorable.

Scholarship.

The grade of scholarship is quite uniform, but the amount of work completed is seriously affected by the change in grading and in organization. The present graduate of the High school while maintaining the grade of scholarship is less advanced if we consider the extent of the course. This evil will, we hope, be rectified as the schools adapt themselves to the radical changes which have been introduced.

Deportment.

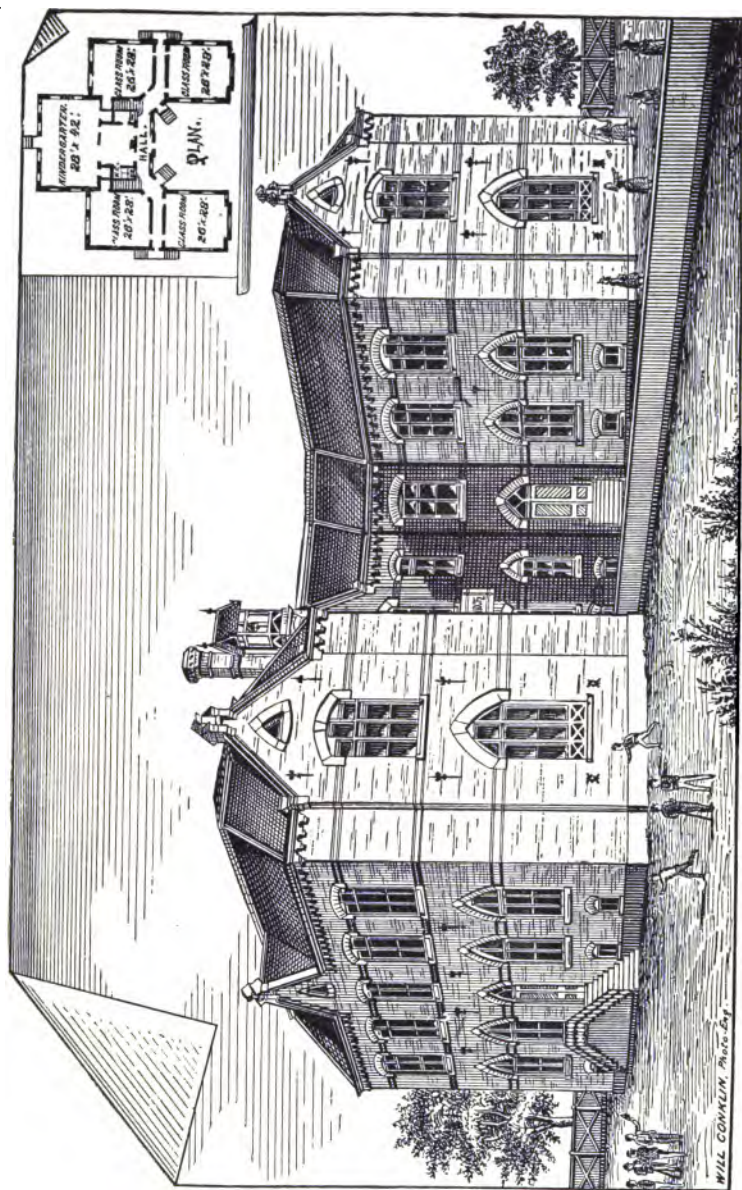
The general deportment of the pupils is such as to satisfy fair expectation; our average this year is not so high, and is sensibly affected by the periodical introduction of new material.

Home Study.

The amount of home study appears from the tables to be on the increase; the amount of work being less, this phenomenon remains to be accounted for unless explained by a greater immaturity on the part of the pupils.

Changes in the Corps of Teachers.

Leave of absence was granted by the Board of Public Schools to Miss Helen A. Shafer and to Miss Mary H. Chidester; and Miss Mary J. Shafer and Miss Fannie Waters were assigned to fill the temporary vacancies. It is but justice to them to state that they have fulfilled our expectations.



STODDARD BRANCH.



The Graduating Class.

Diplomas were granted to an unusually large number of pupils—ninety-nine in all. The scholarship at the Washington University was not assigned. The average age of the class was 18.5 years; (Boys 18.2 years, Girls 18.7 years). I append the customary table of scholarship, deportment and attendance.

Record of the Graduating Class.

NAMES.	Rank.	Per cent. Scholarship.	Per cent. Attendance.	Per cent. Deportment.	Days absent.			Times tardy.			Discards.		
					Second.	Third.	Senior.	Second.	Third.	Senior.	Second.	Third.	Senior.
1. Balmer, Kate	59	81.5	98.9	80.6	1	3	2	6	1	1	23	18	17
2. Balmer, Lillie	52	88.9	99.7	67.6	1	1	1	1	1	1	26	18	53
3. Barnett, James D.	5	94.08	99	96	2	1	3	6	1	1	2	4	2
4. Beauvais, Louise B.	74	72.1	97.5	86.6	2	1	5	8	7	7	14	11	12
5. Berthoud, Nannie H.	1	94.96	99.25	99.76	3	1	1	4	1	1	1	1	1
6. Blaetz, Anna M.	41	77	97.58	100	2	5	7	14	1	1	1	1	1
7. Bone, Jennie	51	77.8	99.1	90.5	1	2	3	1	1	1	15	4	19
8. Boyden, Anna	3	94.86	100	98.6	1	1	1	1	1	1	1	1	1
9. Breckinridge, David C.	83	75.6	99.7	68.3	1	1	1	1	1	1	3	6	33
10. Brockstedt, Alma	17	84.5	99.9	98.6	1	1	1	1	1	1	1	1	2
11. Brookes, Harry S.	71	70.2	99	90.6	5	1	6	1	1	1	7	31	38
12. Brown, Mary B.	8	90.7	99	99	2	2	2	2	1	1	1	1	2
13. Bulkley, Wm. M.	45	78.4	98.7	94.3	3	3	1	1	1	1	2	7	8
14. Calhoun, Clara E.	18	84.2	100	99	1	1	1	1	1	1	1	1	2
15. Carroll, Belle F.	42	82.3	98.6	88	2	6	8	1	1	1	3	23	10
16. Charles, Hattie B.	25	82.2	99.3	98.6	3	3	1	1	1	1	1	1	2
17. Chase, Jennie F.	9	89.4	100	97.6	1	1	1	1	1	1	1	1	2
18. Christopher, Sallie E.	63	77.1	98.16	88	2	2	4	8	2	2	5	25	6
19. Cohen, Vanda	60	76.9	99	88.3	2	2	2	6	1	1	17	10	8
20. Cole, Moses H.	54	79.7	99.3	87.3	1	1	2	4	1	1	11	17	10
21. Coste, Lulu A.	79	76.5	99	71	2	3	5	1	1	1	24	38	25
22. Cozzens, Jesse B.	67	78.2	99.3	82.6	1	3	4	1	1	1	4	25	23
23. Crunden, Frank P.	96	72	99	54.6	3	2	5	1	1	1	32	35	69
24. Curtis, Ernest M.	86	70.4	99.2	87	2	2	4	1	1	1	1	5	23
25. Davis, Albert C.	92	61.3	98.7	82.3	2	4	1	7	1	1	17	20	16
26. Davis, Henry P.	87	73.2	99.8	67.3	1	1	1	1	1	1	42	29	27
27. Doering, Oscar F.	93	61.7	99.3	80.3	3	3	3	1	1	1	2	5	13
28. Dryden, —	58	78.4	99.5	87	3	3	3	1	1	1	10	14	15
29. Dudley, Annie P.	15	84.7	99.25	100	3	1	4	1	1	1	1	1	1
30. Enzinger, George	81	69.9	98.8	83.3	1	1	6	7	1	1	10	31	9
31. Ewald	53	75	96.6	98	4	3	13	20	1	1	3	1	2
32. Farrar	98	51.8	92.6	82.3	17	11	13	41	1	3	4	18	24
33. Fowler, Susie M.	37	77.1	100	98.9	1	3	2	6	1	1	1	1	1
34. Frank, Amelia	68	74.1	97.25	91.6	4	5	5	14	5	1	5	4	17
35. Frazer, Mary E.	36	79.4	99.16	95	1	1	3	5	1	1	9	4	2
36. Garvin, Maggie D.	72	68.3	96.3	96	1	14	1	16	7	5	12	3	7
37. Gehrke, Anna	23	86.5	97.4	92.3	5	1	7	13	1	3	1	5	11
38. Gillfillan, John A.	73	70.1	96.2	92	3	2	17	22	1	1	1	5	15
39. Gould	77	66.8	94.5	95.3	6	9	9	24	6	6	18	6	3
40. Grant, Frank P.	65	83.4	98.5	73.6	3	5	8	1	1	2	20	55	4
41. Hackstaff, Myra A.	27	85.3	99.25	91.6	2	2	2	2	3	5	9	10	6
42. Hammon	29	80.7	99.5	99.3	1	1	1	3	1	1	1	1	2
43. Harris, Theodore	84	74.3	95.5	74.3	5	5	15	25	1	3	18	15	44
44. Harrison, Katie C.	39	77.6	99	98.3	1	1	4	6	1	1	5	5	4
45. Hawken, Jacob G.	34	80.1	98.8	95.6	1	1	3	5	4	1	4	4	5
46. Hinsch, Bertha	70	70.7	98.58	96.6	3	2	3	8	1	1	1	4	4
47. Higgins, Hattie A.	76	70.2	95.7	87.6	3	3	2	8	26	12	1	39	12
48. Hodo, Jesse D.	93	66.6	99.08	70.6	3	3	2	1	1	1	5	24	35
49. Hotze, Henry	79	71.6	99	80.6	3	4	6	16	1	1	2	11	86
50. Howells, Thirza	66	70.9	97.2	99.6	4	4	6	16	1	1	1	1	1
51. Hubbard, Henry	40	84	91.6	92	1	1	5	13	1	1	2	3	10
52. Hunicke, William	49	77.6	99.3	93	3	3	4	4	1	1	3	13	5
53. Kirby, Edmund B.	82	67.2	96.2	90.3	3	3	6	9	7	16	4	27	9
54. Kohn, Emma	31	86.7	97.58	85.6	3	3	7	13	1	2	5	6	25
55. Lafranchi, Clementine	32	79.1	100	98.6	1	1	1	1	1	1	3	1	1
56. Lane, Wm. U.	90	70.2	99.8	38	2	2	2	4	1	1	2	80	65
57. Lansing, Jessie K.	12	88	99.3	97	2	2	2	4	1	1	5	4	9
58. Lemoine, Edwin S, Jr.	46	79.2	98.8	93.3	3	16	19	1	1	1	2	13	5
59. Levy, Henry M.	20	86.2	99.5	92.3	2	2	3	7	1	2	9	11	3
60. Little, Julia A.	64	80.1	97.9	81.3	3	7	10	1	2	2	5	12	27
61. Lynch, Mary E.	11	89.4	99.5	94.6	2	1	2	1	2	2	5	8	3

62. McBrine, Mary Etta.....	54	79	96.4	99.6	..	4	14	18	..	4	8	7	8	11	12	41
63. McPherson, Maggie R.....	43	77.6	99.4	96.3	..	..	3	8	..	1	..	1	7	1	3	11
64. Martin, Octavia H.....	85	69.4	93.25	96.3	9	11	10	30	9	6	6	21	15	8	18	41
65. Meier, Henry.....	5	91.7	99.7	100	1	..	..	..	..	1	..	..	..	..	..	..
66. Miller, Adele S.....	33	81.7	99.2	93.6	..	1	..	1	2	3	..	5	1	13	5	19
67. Moore, Milton J.....	78	68.1	96.2	91	10	2	2	14	7	7	5	19	8	10	9	27
68. Morrill.....	95	63.1	99.9	75	..	..	..	..	..	1	1	1	40	18	17	75
69. Moylan, Mary A.....	21	85.1	100	93.6	..	..	..	..	..	..	..	..	2	4	13	19
70. Mudd, Harvie G.....	22	85.6	96.3	93.6	..	4	6	10	..	..	..	..	10	6	3	19
71. Nichols, Lizzie M.....	46	80.7	95.6	91.6	5	4	16	25	1	1	..	2	1	13	11	25
72. O'Fallon, Ella.....	28	83.5	97.9	96.6	1	1	3	5	8	6	1	15	1	6	3	10
73. Pierce, C. Addie.....	56	73.9	100	96.1	2	..	..	..	..	1	1	2	..	..	..	..
74. Quinn, Anna M.....	35	79.3	95.5	99.6	22	3	2	27	..	..	..	..	..	1	1	1
75. Redemeyer, Emma C.....	60	71.3	99.3	99	..	4	..	..	..	..	..	..	1	..	2	3
76. Robbins, Julia F.....	56	80.2	99.4	84	1	1	..	2	3	..	3	13	12	23	48	..
77. Ruebsamen, Martin H.....	97	62.8	98.1	56.3	..	1	9	10	..	1	1	2	9	51	71	131
78. Ryan, Anna M.....	62	76.5	96	91.6	11	6	4	21	..	3	1	4	8	9	18	35
79. Savits, Benj. T.....	2	94.7	99.9	99.3	..	..	..	..	..	1	..	1	..	1	1	2
80. Scott, Emma.....	19	84.6	96.1	99	..	3	8	11	..	..	..	..	..	2	3	3
81. Scott, Helen Rea.....	23	82.9	98.5	98.3	5	4	..	9	..	..	..	2	2	1	5	5
82. Shaughnessy, Kate.....	14	88.1	97.8	97.6	2	3	5	10	4	1	1	6	4	1	2	7
83. Shepherdson, Mary H.....	16	86	100	96.3	..	..	..	..	..	..	..	1	3	7	11	..
84. Shidy, Jennie S.....	43	80.8	96.6	92.6	4	4	12	20	..	..	..	8	8	6	22	..
85. Shields, Orietta B.....	30	80.4	99.5	98.3	2	1	..	3	..	..	..	3	..	2	5	..
86. Sommer, Anna.....	37	78.2	99.6	97	..	1	1	2	..	..	..	5	2	2	9	..
87. Spencer, Eugene.....	89	69.6	97.2	71	7	6	..	13	..	6	1	7	8	44	35	87
88. Stumpf, Herman.....	90	74.6	96.2	60.6	5	3	9	17	4	5	2	11	32	30	56	118
89. Taussig, Richard A.....	91	69.5	99.3	66.3	..	3	3	6	..	..	..	13	53	35	91	..
90. Timmonds, Kate O.....	4	92.3	100	99.3	..	..	..	..	..	..	..	..	..	2	..	2
91. Van Fossen, Belle.....	69	84.6	96.6	71	..	1	12	13	..	..	1	1	..	20	38	58
92. Vickroy, Wm. R.....	88	69.4	99.8	69.3	..	..	..	..	..	2	..	2	44	32	16	92
93. Webb, D. Castleman.....	75	68.5	99.6	87	1	1	..	2	..	..	..	7	14	18	39	..
94. Werden, Elizabeth B.....	48	78.1	93.5	98.3	6	13	16	35	3	3	..	6	1	2	5	5
95. Wilcox, Walter H.....	7	91.3	99	99	4	..	1	5	..	..	1	1	1	1	2	3
96. Willson, E. May.....	50	79.1	97.8	90.3	8	..	4	12	..	2	..	2	6	9	14	29
97. Wislizenus, Carrie M.....	10	89.5	98.3	99	3	2	5	10	..	..	..	..	..	3	3	..
98. Wright, Carrie B.....	25	84.4	98.4	94	2	3	1	6	3	..	2	5	6	5	7	18
99. Wright, Henry H.....	13	89.7	99.3	93.3	1	..	1	2	2	2	2	6	3	8	9	20

Comparative Record of Graduating Classes.

YEAR.	No. in Class.	Per cent. Scholarship.	Per cent. Deportment.	Per cent. Attendance.	Perfect in Deportment.	Perfect in Attendance.	Average No. of Checks.	Average No. of Absences.	Av'ge No. of Tardinesses.	Average Age.
1873.....	53	77	87.8	89.9	4	.....	47.9	17.3	4.4	18.1
1874.....	57	77.4	92.7	96.6	6	2	24.9	9.7	2.5	17.4
1875.....	56	78	92.7	95.9	6	3	22.9	9.4	4.1	18.1
1876.....	99	78.3	88.71	97.29	3	3	34.3	9.4	2.2	18.5

Graduates.

The class of 1876 was the Nineteenth that graduated from the High school and swelled the total number to 652.

The average number has been

1858—1876.....	84.3
1858—1865.....	22.5
1865—1876.....	49.9
1876.....	92.

The Alumni Association.

The present officers of this Association are :

President—W. J. S. BRYAN, 1869, 1419 Dodder Street.

Vice-President—CHAS. E. ILLSLEY, 1861, St. Louis Mut. Ins. Building.

Corresponding Secretary—RICHARD FENBY, 1865, Sam'l Fenby & Co.

Recording Secretary—MISS MARY L. DUDLEY, 1867, 2215 Walnut Street.

Treasurer—DAVID C. BALL, 1875, Mercantile Library.

EXECUTIVE COMMITTEE.

Class of 1858—	Mrs. Halcyon Childs	2319 Eugenia Street.
	Giles C. Letcher	225 Pine Street.
“ “ 1859—		
	Edwin C. Robbins	622 N. Second Street.
“ “ 1860—	Miss Della M. Brey.....	2647 Olive Street.
	Leo Rassieur	513 Chestnut.
“ “ 1861—	Miss Sophie T. Martin	927 N. Seventeenth Street.
	Chas. E. Illsley	Sixth and Locust.
“ “ 1862—		
	A. B. Thompson	513 Olive Street.
“ “ 1863—	Mrs. M. E. Sproull	2212 Olive Street.
	Wm. C. Dyer	1013 N. Sixteenth.
“ “ 1864—	Mrs. A. Brookmire	2733 Lucas Avenue.
	Dr. E. M. Nelson	3001 Easton Avenue.
“ “ 1865—		
	Fred'k M. Crunden	Pub. School Library.
“ “ 1866—	Miss M. E. Goodin	2642 Olive Street.
	Nathaniel Myers	304 North Fourth.
“ “ 1867—	Mrs. H. Wiederholt	1208 Dillon Street.
	Dr. J. A. Campbell	1010 North Fifth.
“ “ 1868—	Miss G. L. Greene	3413 Henrietta Street.
	Dr. W. E. Fischel	1011 North Sixteenth.

Class of 1869—	Miss C. E. Histed	913 Autumn Street.
	A. G. Easton	3154 Easton Avenue.
" " 1870—	Miss V. E. Stevenson	2109 Walnut Street.
	Ellis S. Pepper	Custom House.
" " 1871—	Miss C. E. Schiefer	712 Chestnut Street.
	W. H. Trask	Allen and Hoffman.
" " 1872—	Mrs. Henry Blattner	1607 Dillon Street.
	Frank Hicks	515 Olive.
" " 1873—	Miss Adelaide Johnson	2025 Clarke Avenue.
	Lyman W. Allen	3109 Chestnut Street.
" " 1874—	Miss Belle Sherrick	1124 Locust.
	Chas. H. Dixon	Bank of Commerce.
" " 1875—	Miss Ada Bouton	2630 Geyer Avenue.
	Eugene Macbeth	Marcus A. Wolfe.
" " 1876—	Miss Helen R. Scott	2645 Pine Street.
	Henry B. Davis.....	Columbia Ins. Building.

Respectfully submitted,

H. H. MORGAN,
Principal.



THE DISTRICT SCHOOLS.

It has been remarked already (p. 15) that the Board has not built for the two years past so many school houses as the wants of the schools have demanded. A new policy has been adopted,—that of making small buildings (one or two stories in height) contiguous to the present large schoolhouses. The new buildings cost from \$1,000 to \$2,000 per room, while the rooms in the large building cost from \$2,500 to \$3,000. Besides the economy in original cost of building, there is also economy in the matter of current expenses. The expense of janitor, principal teacher, sometimes also that of yard room is saved. There is also the important advantage that the pupils in the new additions are classified with the pupils of the large school, and thus are well classified or graded. After a school has been built up in one locality it has a sort of prestige and by enlarging its accommodations, the wants of the district are better provided for than by the establishment of schools in new localities. The objections against bringing large numbers of children of different ages together in the same yard, is easily overcome by partitions in the yard, or by locating the addition on adjoining lots. It requires some years to build up a new school and make it popular. The new policy of the Board in increasing the size of the schools already established, aims to avail itself of the popularity already gained by a school.

The policy of establishing small primary schools is no longer pursued. It is found that the people prefer to send their young children to the large district school, even when it is at a greater distance, for the sake of the surveillance of the older children who attend the grammar department.

The continued increase of our school population must be provided for by new buildings; and it is evident that the Board must soon undertake the construction of many school-houses. It is appropriate, therefore, that the question of school Hygiene should be again referred to.

School Hygiene.

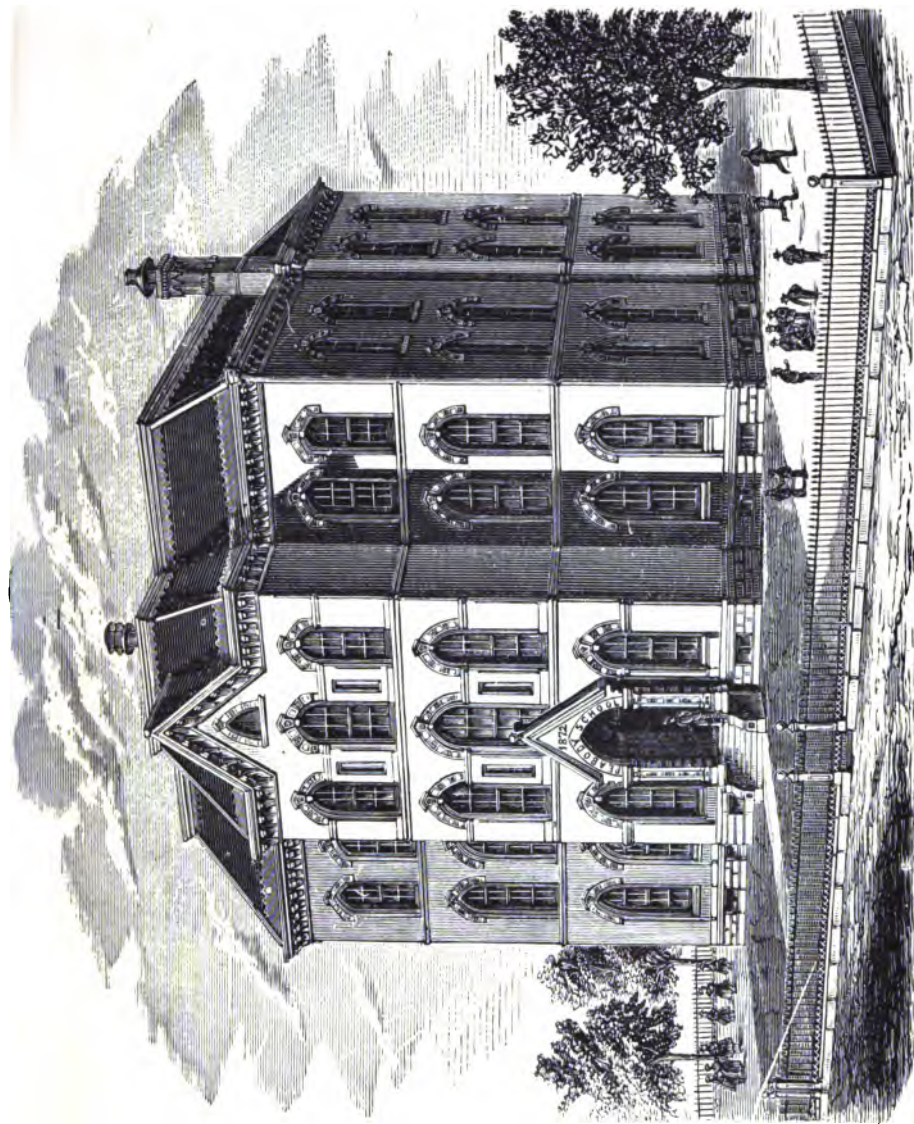
In my report for 1873—4, I printed a summary of the results reached by the investigations of the department of health in the American Social Science Association.

The subject has been actively investigated for the past three years with especial reference to the proper requirements of school buildings. In the following extract I give a condensed summary of Dr. D. F. Lincoln's paper on "The Sanitary requirements of School Architecture:—"

"The house doors must open outwards, and must be from 8 to 12 feet wide. One must be placed near, and if possible opposite the foot of each staircase. The floors and walls are apt to absorb the exhalations from the lungs and skin of the scholars; they must be made as impervious as possible. Walls are to be wainscoted to the height of $2\frac{1}{2}$ feet in rooms, and $4\frac{1}{2}$ feet in entries. Entries and corridors should be spacious, particularly at the foot of stairs. They should be lighted directly from out of doors, and the windows should be liberal, and so placed as to permit through and through drafts of air. Other ventilation they will hardly need, but they should be warmed.

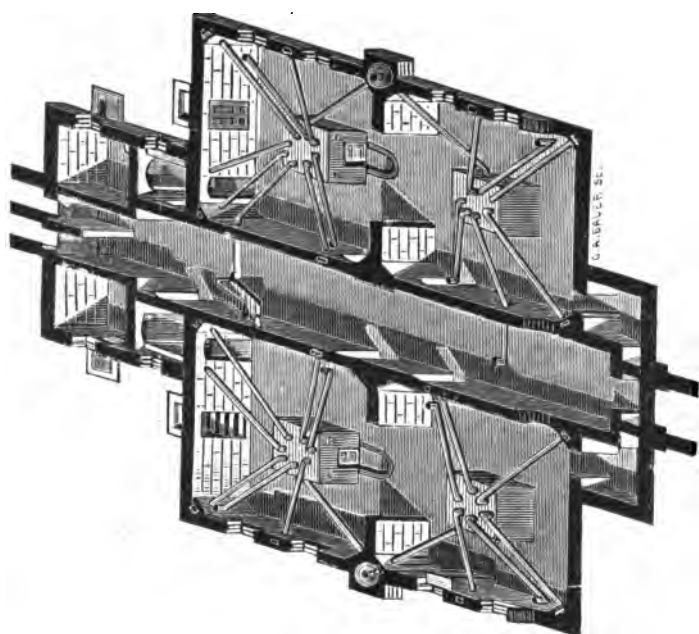
"A school for 800 ought to have three stairways; two will do for 600. Each of these must be isolated if possible by solid brick walls. One or two landings are desirable to break each flight. Wedge-shaped steps and spiral stairs are not admissible. The staircases must be from six to eight feet wide, and well lighted; the lighting is not easy if they are put in the center of the house.

"The room ought to be oblong, in the proportion of something like five to four. The voice is best heard in such a

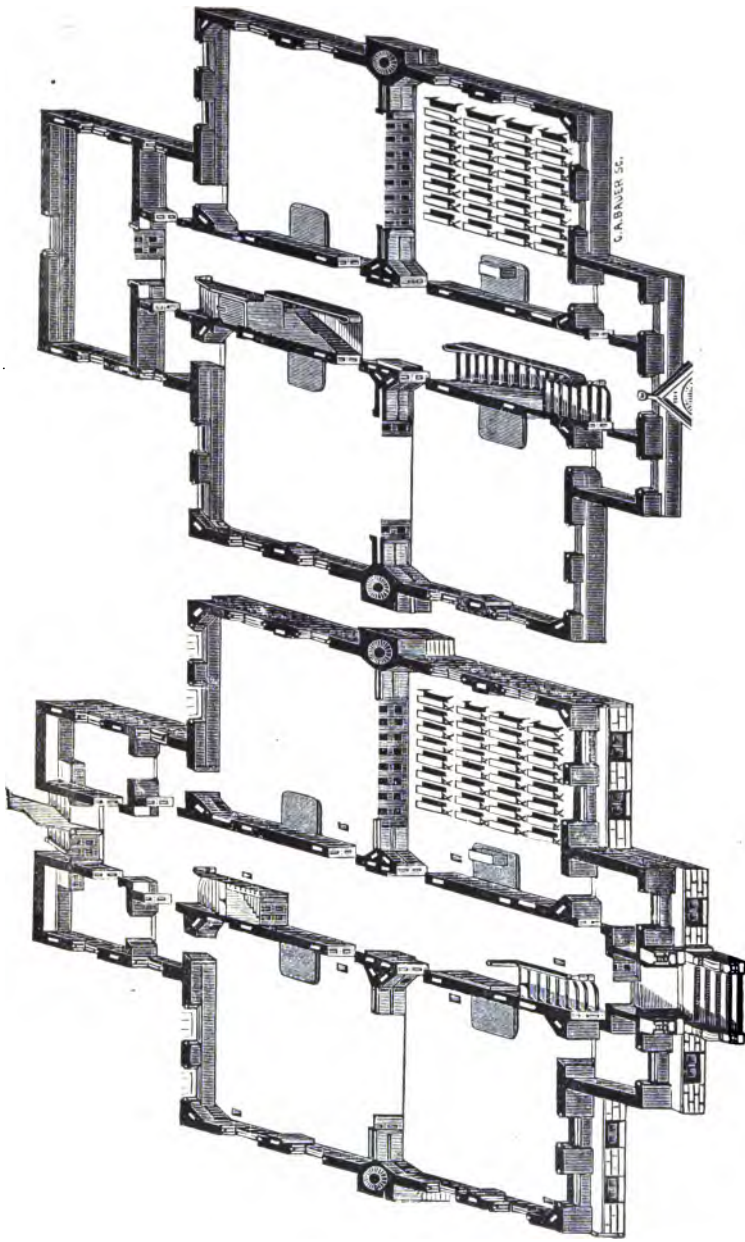


PEABODY SCHOOL.

The AMES, BENTON, CARONDELET, CARR LANE, CARROLL, CLAY, CLINTON, DIVOLL, DOUGLAS, ELIOT, HUMPHOLDT, IRVING, LA-
CLEDE, LINCOLN, LYON, MADISON, O'FALLON, PEABODY, and POPE SCHOOLS are built substantially
in this style. For ground plans, see next page.



View of the basement, showing the position of the furnaces, hot-air flue, etc.



PLAN OF SECOND STORY.

GROUND PLANS OF THE PEABODY SCHOOL.

PLAN OF FIRST STORY.

Twelve School-rooms, each 27 by 32 feet and 14 feet high, lighted each by four windows arranged two in the back part of the room and two at the side. Sliding doors in the second and third stories separate the rooms, and can be pushed back for general exercises, such as singing, etc. Flues for ventilation and heating purposes may be seen in that part of the outside and inside walls where the sliding doors go back. The platform for the teacher's desk is placed against the inside wall, so that the pupils do not face the light. In the rear of the hall on the second floor is a room for the principal. Wardrobes are seen in the corners at the ends of the hall, one attached to each room, and having doors opening into the school room, and also out into the hall; the pupils pass through these into the hall, getting their hats or bonnets on the way.

room, the teacher sitting near one end. To help the voice further, and prevent echoes, the corners where cornices are commonly put may be slightly rounded; but cornices, being uncleanly and useless, are not to be put up. The distance of the furthest desks from the windows should not much exceed one-and-a-half times the height of the room in order that light may penetrate thoroughly. Columns and piers are to be avoided.

"The walls of the room may be tinted a light green or a neutral shade; the ceiling to be white. No wall-paper is allowed. The black-boards are in no case to be placed on the side of the room where windows are placed. The door of the room must open directly into the entry, and had better be near the teacher's desk. The windows must open directly upon the outer air, and must move easily in their frames. A transom is to be placed over the door of each room.

"Blinds (inside, closing with rolling slats) must be used to protect against the sunlight in all the rooms. Window-sills should be placed at least four feet above the floor, for light entering at the level of the eyes only dazzles, and is almost useless for illuminating the tops of desks.

"Ventilation.—An air-tight stove exhausts hardly enough air for the needs of one person. Open fire-places are good, but at least three or four would be required to ventilate a school-room. A system of air-flues, two to each room, opening both high and low in the walls, and provided with powerful suction from a central heated shaft, is the only satisfactory way of getting rid of the foul air in cold weather. Of the rooms subsidiary to the school-rooms, the gymnasium is the most essential; it should contain an area at least twice that of a school-room, and need not, if in the house, be higher than the other rooms."

On the important question of near-sightedness in the public schools, I give the following extracts from a recent address of Dr. Cornelius R. Agnew (before the Medico-Legal Society of New York city):

"I think it is very important, in determining the effects of school life, that we should study the entire life of the child, as far as possible. We should take into account questions of heredity, and the hygienic conditions, to which the child is subjected at home, so that we may be able to know whether the child is likely to be a good tissue-builder. Because, as we all know, the effect produced by that part of the life of the child spent in the school-house will depend very much upon the heredity of the child, and upon the way in which each particular child builds its tissues. Many things, which might produce conditions grave in character in children of less stamina, may be borne with impunity by the robust. There is difficulty in separating the effects produced in school houses from those produced by hereditary tendencies. I think this is a most important separation, and one which should always be borne in mind while making up our estimates upon the sanitary condition of the public schools.

"I was very much interested in the reports of Cohn, of Breslau, published many years ago, containing observations as to the condition of the eyes of children in the villages surrounding that city, and in the school-houses of the city, and in its University. He found that, among the children in the villages, the amount of near-sightedness was very small—not exceeding two per cent. He made this result a basis for further operations, assuming that two per cent. might be accepted as indicating as near an approach to the normal eye as found anywhere, and continued his examinations through the primary and other schools of the city of Breslau, and into its University. He found through all the schools, as they rose in grade, a progressive near-sightedness among the pupils, until the University was reached, where it was found to be present in a most appalling ratio, reaching as high—if memory serves me—as sixty or seventy per cent. Now we all know that the peasant children in that country live in a state of comparative simplicity, and do not use their eyes to any great extent upon work which involves strain. Other

observers, in other parts of Europe, followed with observations made in the same direction, and reached nearly the same results. When I came to consider the subject here, and talked to some of my friends concerning it, I was met with the statement that in this country the conditions were peculiarly favorable for the children; that in Germany the dietary was not as good as here; that the school-houses were not so well built; that there was a system of education in that country which was much more severe than that in practical operation here, and that the children were put in those schools, and kept under that system continuously, from the tender age of six or seven years until they had passed through the University; and that this continuous strain, added to the dangerous sanitary construction of the school-houses, and the deficient salubrity of the homes, produced a state of affairs which could scarcely be expected to be present in this country. As a matter of course, I was not able to accept such a statement, and it occurred to me to have tables arranged like those of Cohn, and try and have observations made in the city of New York, and also in the cities of Brooklyn and Cincinnati. I selected New York as the great metropolis, supposing that the children of its population would perhaps show as quickly as those of any other city, the effect of straining the eye; and then taking the children in a city like Brooklyn, a city which is a little more provincial than New York; and lastly Cincinnati, where perhaps less strain was brought to bear upon the eyes of the children than in either New York or Brooklyn.

"I obtained the assistance of Drs. Prout and Matthewson, of Brooklyn, and asked them to obtain admission to the best schools of that city—schools in which the drill was most unrelenting. I also sent some of the tables to Dr. E. Williams, of Cincinnati. Drs. Ayres and Williams examined the eyes of a large number of children in the schools of that city, taking, without special selection, children from the primary, intermediate, and high schools. In that manner he examined

the eyes of children who were quite young, and from that up to the age at which boys were sent into colleges. Some of the tables were also given to Dr. W. Cheatham, the house-physician of the Manhattan Eye Hospital, New York, and he was given permission to make similar examinations in the New York College. That college stands at the head of the public school system. The boys reach it by merit, and they may be considered—so to speak—as the cream of the system.

“When these tables were returned, and the observations summed up, it was found that the result obtained in New York, Brooklyn, and Cincinnati had a striking correspondence to those obtained in Breslau; and that near-sightedness increased as we ascend from the lowest to the highest schools in New York, Brooklyn, and Cincinnati, in about the same ratio as in the city of Breslau. We, of course, then immediately rejected the idea that the children of Breslau and its vicinity were under influences peculiar to that country. I then felt very desirous of arriving at some conclusion, if possible, as to how far the system of education generally pursued in our schools might be charged with bringing about, in the eyes of scholars, a state of affairs which intelligent persons would be compelled to regard as objectionable. Now, while I recognized that this general increase of near-sightedness was deplorable, I by no means was forced to the conclusion that the schools themselves were to blame in this country, in so great degree as previously supposed, and as many allege. I have no doubt but that work done in schools may come in as a large factor in the production of this condition of the eyes, but I am not prepared to give any opinion as to the exact value of the factor. Statistics are like a two-edged sword—they cut both ways—and it is the part of wisdom to be careful in making deductions from them. While, therefore, there was found to be an increasing amount of near-sightedness in these schools, I was not able to satisfy myself as to how much was due to conditions existing in the schools, and how much due to hereditary habits of life; in other words, to conditions existing in the habits and homes of the scholars.

"Progressive near-sightedness is a disease. A near-sighted eye is not a normal-eye. When the child is born in the normal state, the eye is not near-sighted. Now, the eye is an organ which is plastic when the child is born; it is in a condition to be changed in its shape; its tissues are in a condition to be modified by the use which is made of the organ. Commonly the child goes on until it reaches the age of eight or ten years, perhaps a little older, when it is observed that it has to hold whatever it is looking at a little nearer to the eye than previously, and then, on examination, reveals the fact that the eye is near sighted. If you follow such a child up to the age of twenty-five or thirty years, it will be found that the near-sightedness has doubled, and perhaps quadrupled. Now, we know, by means of the ophthalmoscope and other means, that the near-sighted eye is changed from the spherical to the elliptical, or ovoid form, and that progressive myopia is always marked by change in the shape of the eye. Inasmuch as the eye is made up of living tissue which is constantly undergoing the process of waste and repair, you can readily perceive that the law inducing the amount of such waste and repair is very much determined by the character of the tissue-building process in each child, and the way in which that child uses the eyes. For example, the child is allowed to sit, perhaps for hours, with the body partly bent, and the face inclined towards a book which rests in the lap while reading; here the accommodation of the eyes is taxed in looking at a minute object while they are in a bad condition, and all this time waste and repair is going on as best as it may. The child would go blind in an instant were there no tissue reproduction. Now, if the eye is used while the body is in an unfavorable position, it cannot be nourished as it should be, and the pressure of the muscles upon the eyeball and the action of the crystalline lens in focalization must bring about changes which lead to this progressive form of disease. Then let the child go at an early age into a school-house where perhaps it will be placed upon work with books, slates or copy-books which could be better done by means of

the black-board or models, and again the eyes are strained, and so the unfavorable effects are continued.

"In accordance with the plan which has been detailed, the eyes of 1479 students were examined. Of these, 630 were in Cincinnati, 549 in New York, and 300 in Brooklyn.

"In Cincinnati, the students examined were of the primary and intermediate schools, and classes of the normal and high schools; in New York, of the introductory, freshmen, sophomores, junior and senior classes in the New York College; in Brooklyn, of the Polytechnic Institute. In nearly all cases the refraction was determined by trial glasses, and afterward corrected by the ophthalmoscope.

"The first table, embracing the examinations of the 630 children in Cincinnati, gives, for the district schools, 209 scholars, and of these there were $83\frac{1}{2}$ per cent. who had natural, or what is called emmetropic eyes. In those schools the near-sightedness rate was 10 per cent. In the intermediate schools, the eyes of 210 scholars were examined, and of these 80 per cent. were natural, and 14 per cent. near-sighted.

"In the normal and high schools, the eyes of 210 students were examined, and of these 78 per cent. were emmetropic, and 16 per cent. near-sighted.

"In the second table we have the results of examinations made of the eyes of 549 students in the New York College.

"In the introductory classes, $57\frac{1}{2}$ per cent. were found emmetropic, and 29 per cent. near-sighted.

"In the freshman class $42\frac{1}{2}$ per cent. had natural eyes, and 40 per cent. were near-sighted. In the senior class 50 per cent. had natural eyes, and 37 per cent. were near-sighted.

"In the sophomore class no very material difference from what was observed in the preceding classes: but in the junior class 37 per cent. had natural eyes, and 56 per cent. were near-sighted.

"In the third table we have the result of observations made upon the eyes of 300 students in Brooklyn. Of those, there were found in the academic department of the Poly-

technic Institute 56 per cent. with natural eyes, and 10 per cent. near-sighted

"In the collegiate department, 158 students, 53 per cent. had natural eyes, 28½ per cent. were near-sighted.

"Summarized, it is found by these tables, that of the students examined at Cincinnati there were 10 per cent. near-sighted in the district schools, 14 per cent. in the intermediate schools, and 16 per cent. in high schools.

"Of the students examined in the New York College, 29 per cent. of the introductory class were found to be near-sighted; 40 per cent. of the freshman class; 35 per cent. of the sophomores; 53 per cent. of the junior class, and 37 per cent. of the senior class.

"Of the students examined at the Polytechnic Institute, Brooklyn, near-sightedness was found in 10 per cent. of the eyes in the academic department, and in 28 per cent. in the collegiate department.

Educational Endowments.

For the year 1875 the donations for educational purposes in the United States amounted to \$3,803,143. This is a large decrease from previous amounts. As stated in my report for 1874, the donations to educational purposes for 1873, amounted to \$12,081,738, and for 1874 the amount was \$11,226,977. The following exhibit shows the items in detail for 1874 and 1875:

	For 1874.	For 1875.
Universities and Colleges	\$1,690,457.	\$2,704,141.
Schools of Science	481,804.	147,112.
Schools of Theology	1,111,559.	404,356.
Schools of Medicine	44,531.	72,395.
Superior Instruction of Women	241,420.	
Preparatory Schools	723,040.	300,675.
Secondary Instruction	282,081.	140,495.
Libraries	75,442.	
Deaf and Dumb	6,873.	24,969.
Miscellaneous	1,250,500.	9,000.
Total.	\$5,907,707.	\$3,803,143.

Pupils neither Absent nor Tardy.

The following is the list of pupils who were not absent or tardy for the two hundred days of the scholastic year. The list includes those for 1875, as well as for 1876, as no publication was made of the list in the last report:

NORMAL SCHOOL 1876. *For two years:* Sophie Rahmshussel, Celia Ballauf, Lucy Low. *For one year:* Levilla Brady, Celia Caffall, Joanna Carroll, Amelia Crole, Maggie Donovan, Jennie Dunlap, Laura Dwyer, Maggie Farrell, Ellen Finnigan, Maggie Fishwick, Mary Goodin, Emma Greene, Helen H. Hill, Maggie Hughes, Sophie Jasper, Lucy Low, Mammie C. Lynn, Mollie Mann, Sarah McGuire, Emily Meier, Luella Richards, Mary Ringling, Adelia Sleeper, Sigrid Smith, Louisa Wasserman, Emma Whitman, Kate Baker, Mary Baker, Fannie Bennett, Mary Byrne, Ella Carter, Lillie Chattillon, Alice Chibnall, Julia D. Dunn, Adele Fisse, Fannie Fuller, Stella Fulton, Lena Gates, C. E. Griffith, F. Griffith, Maggie Haus, Mollie Koberle, Madeline Lasar, Corine Lynch, Mollie Mann, Laura Mansfield, Emily Meier, Pauline Peters, Luella Richards, Clara Ringling, Eliza Robbins, Blanche Ross, Elizabeth Rutledge, Emma Simms, Marie Stocker, Maggie Sullivan.

HIGH SCHOOL 1874-5-6. *For three years:* Ida Boyden, Carrie S. Hight, Anna Boyden, Clara E. Calhoun, Jennie F. Chase, Clementine Lafranchi, Mary A. Moylan, Mary H. Sheperdson, Katie O. Timmonds, Adelaide Chapman. *For two years:* Anna M. Wilson, Anna Boyden, Clara E. Calhoun, Jennie F. Chase, Clementine Lafranchi, Mary A. Moylan, Kate O. Timmonds, Mary H. Sheperdson, Adelaide Chapman, Henry Dale, Eugene Macbeth, Chas. C. Sprague, Gus. A. Wurdeinan, Walter B. Dryden, G. Lansing Morrill, Julia F. Dodge, Clara N. Lord, Adelaide W. Ramsey, Benj. T. Savitz, Henry B. Davis, Clarence W. Hodge. *For one year:* Eva Goff, Amelia Rotteck, Ella Thompson, Belle F. Carroll, Gussie M. Choisel, Julia T. Dodge, Cecilia A. Dwyer, Elizabeth J. Edwards, Katie A. Jones, Maggie Lack, May Lewis, Clara N. Lord, Matilda Ohnsorg, Adelaide W. Ramsey, Annie Waney, Ida E. Warner, John B. Higdon, Jr., Ernest M. Curtis, Henry B. Davis, Oscar Doering, Chas. Hoffman, Wm. Hnnicke, Benj. T. Savitz, Walter H. Wilcox, Theoph. Conzelman, Frank P. Crunden, Charles B. Hight, Clarence W. Hodge, Felix H. Hunicke, Wm. U. Lane, Marcus Marks, Bolo E. Redfield, Wm. M. Scudder, Adolph C. Tausaig, John Vogel-sang, Edward R. Woodward, Lillie Balmer, Nannie H. Berthoud, Alma Brockstedt, Mary B. Brown, Mary E. Lynch, Adelle S. Miller, Emma Redemeyer, Julia F. Robbins, Helen B. Scott, Belle O. Shields, Nannie Tarrants, Lizzie M. Butler, Alice G. Bragg, Luella Cunningham, Bessie Davis, Mary G. Day, Dora Fisse, Fannie E. Hinchman, Sophie Hughes, Emma B. Lange, Maggie McWeeney, Martha J. Montague, Alice S. Pettes, Louise Rickart, Leila B. Smelser, Jeannette Stern, Fannie Wachtel, Ella S. Ward, Charlotte P. Cozens, Sarah A. Dale, Eva A. Hatch, Mary Jennings, Grace A. Klitchen, Mattie M. Lare, Amalia Meyer, Fannie H. Quesnal, Amanda Von-der Au, David C. Breckinridge, Henry Meier, D. Castleman Webb, Wm. B. Vickroy, Henry C. Thom, A. C. Seeman, George D. Barron, Hugo W. Bartscher, Otto F. Heckelmann, Oscar F. Heitmeyer, Wm. C. Hudson, James M. Savitz, Wm. Zachritz Julius Hartmann, Richard Keenoy, Walter B. Manny, Ed. W. Puellmann.

FIRST BRANCH, HIGH SCHOOL 1875-6. *For two years:* Rose Shumacher. *For one year:* James Armstrong, Hudson Chapman, Oscar F. Heitmeyer, Herman Sutter, Julia Albeitz, Louisa Craig, Annie Davies, Louise Gernhardt, Lillie Harris, Nellie Harris, Adella Hayden, Adeline B. Meyer, Maggie Sullivan, Otto Bruns, Dennis Byrne, Louis Dehner, William Hettel, Alfred Laverdure, Henry A. Schulze, Lilburn Shields, George E. Young, Josephine Ambruster, Cecilia L. Benda, Edith Bereman, Mary Byrne, Julia Clarke, Emma L. Ferguson, Hattie Glair, Susie Lebens, Minnie E. Mulford, Katie O'Donnell, Annitee Ribot, Susie Seymour, Valeriee Tolkacz.

SECOND BRANCH, HIGH SCHOOL 1875-6. *For two years:* George D. Barron, Alfred B. Chapman, Mary G. Day. *For one year:* Julia Bohl, Theodore Conrades, Edward Conrades, James R. Foster, Sophie C. Hughes, Frank L. Misner, Jeanette Stern, Nannie Trigg, Tillie Weber, Ella Ward, Henry A. Jacot, Washington Minor, John Rogers, William Swabe, Charles Vander Au, George R. Wilson, John Mars.

THIRD BRANCH, HIGH SCHOOL 1874-5-6. *For two years:* Willie Porter. *For one year:* Lowry Biggers, Adelle Fisse, Eva Hatch, Rudolph Hoeppner, August Hunicke, L. Hassendeubel, Whitfield Massingale, Carrie Lowe, Martha Stark, Emma Williams, William Zacritz, Henry Vogel. Maggie McWeeny, Carrie Weiner, Laura Skrainka, Clara Skrainka, Ottilie Eisenhardt, Corrinne Speck, Emilie Speck, Charles Gallenkamp, Gustav Wamsganz, George Appel, Sam'l B. Bumaugh, Louis Hufnagle, Julius Schwarz, Emil Gessler, John Lund, Oscar Hecker, Elias Greene.

FIFTH BRANCH, HIGH SCHOOL 1875. *For two years:* Belle McNair, Benj. Ahrens.

AMES SCHOOL 1874-5-6. *For three years:* Leo Gieszelmann. *For two years:* Charles G. Hyatt, Theodore Gieszelman, Gustav Vahle, Louisa Fishbeck. *For one year:* Theodore Howmiller, William Drees, John Buhl, Lina Kirsten, Mollie Smith, Rosa Baur, Emma Winter, Flora Marsh, Louisa Hyatt, John Hotto, August Lueking, Albert Kleinschmidt, Wm. Lampert, Louisa Reinker, Annie Walnker, Ella Hemp-hill, Lizzie Teuteberg, Annie Hedges, Susie Stoddard, Florence Hyatt, Martha Hall, Emma Vahle, Lina Reinker.

BATES SCHOOL 1874-5-6. *For four years:* Frank Roseman. *For two years:* Annie Mahr, Henry Teschner. *For one year:* Nellie Locken, Pauline Schuler, Lizzie Kirnen, Emma Ohnemus, Susie Mitchell, Maggie Lauff, Hattie Mudge, Jeannie Mudge, Mina Finke, Tillie Davis, Meta Deacher, Annie Brockmeyer, Georgie Denning, Mary Gerahty, Belle Decker, Frank Roseman, Conrad Lauff, Thomas Bourke, Jno. Margraaf, Jno. Hynes, Jno. Lockett, Andrew Whalen, Jno. O'Harra, Ella Crawley Jno. Hagerty, Willie Murphy, Henry Tischner, Jacob Grassmuck, Edward Teschner, Jno. Tischner, Thomas Spilker, George Parker, Mary Barth, Mary Kopetz, Louisa Kopetz, Annie Maher, Katie McCosh, Louisa Judd, Lizzie Leap, Annie Kirnen, Amelia Kirnen.

BENTON SCHOOL 1875-6. *For two years:* Laura Stoll, Edna Garvin. *For one year:* Maggie Parle, Cornelia Scott, Gertrude Meyer, Amelia Carara, Alvine Dinkelman, Emma Pershbecker, Julia Ribot, Rosa Smith, Florence Caffall, Mary Pommer, Lillie Bathgate, Emma Cornwall, Clara Casper, Emma Vierther, Laura Trischell, Tillie Bischoff, Mary Collins, Alice Stout, Maud Close, Rose Besancom, Josephine Gerdella, Maggie Coyle, Henry Luyties, George Lamb, Harry Zahn, Archie Wilson, Eddie Bruns, Willie Shinkle, Clarence Schoup, Charles Long, Eddie Wolf, George Wagoner, Charles Weber, George Spalding, Eddie Davis, Charles Smith, Harry Wagoner.

BLOW SCHOOL 1875-6: *For one year:* Thomas Ahrens, Julia Byers, John Duncan, Lillie Cander, Bertha Mueller.

CARR SCHOOL 1874-5-6. *For three years:* John H. Bergmann. *For two years:* John Egli, George Meers. *For one year:* Louisa Sennewald, Annie Moll, Laura Rupenthal, Willie Henschen, Samuel Buschman, Adolph Goergen, Nora Galrin, Louisa Langton, Ida Bohl, Rowena Barnes, Lydia Hummert, Maggie Volk, Carrie Kohlmeier, Rosa Miller, Louisa Tholl, Annie Asums, Lizzie Melitzer, Emma Wiedmann, Henry Beckmann August Licht.

CARR LANE SCHOOL 1874-5-6. *For two years:* Sarah Taylor, Alwina Hertwig, Harry Dums. *For one year:* Hattie Whittle, Julia Sullivan, Richard Boren, Chas. Bachman, Belle Brant, Lee Hernicher, August Gossel, Annie Taylor, Cora Richards, Lizzie Sylvester, Lizzie Krauth, Augusta Haase, August Bosse, Emma Laher, Ellen Shun, Mary B. Murphy, Theresa Gog, Otto Grunalto, Maggie Ward, Mary McClure, Gertrude Mackay, Emma Kimmel, Nellie Man, Nina Ettman, Patrick McGuire, Maggie Bradford, Minnie Dryden, Hannah Diehl, Matilda Kimmel, Alice Dean, George Dependahl, Robert Zercher, Albert Widmar, Maggie Burkhardt, Louisa Luhm, Henry

Wendler, Louis Grossmann, Christian Kretzing, Charles Block, William Engelinger, Oles Hovberg, Willie Swanson, Willie Wedge, Lena Kinner, Nellie Gustafson, Katie Egnat, Oles Grossmann, Frank Wagner, Fredrick Bergman, Frank Wundtmeier.

GRANDSAL SCHOOL, 1913-14. For three years: Eulda Horn. *For two years:* William Appel, Caroline Gustafson, Caroline Doring, Lena Kinn, Emily Wundtson. *For one year:* Fritz Rasm, Charles Lund, Fritz Lundell, George Horn, Frank Bear, August Nordmark, Arthur Hodel, Oscar Lander, William Schmidt, William Wundtson, John Nordmark, Ida Farnes, Elnora Eversmann, Mary Brewer, Emily Wundtson, Amanda Gustafson, Lena Smith, Thelma Gustafson, Lottie Blomstrom, Emma Bond, Vera Hansen, William Plass, William Kinn, Gustave Weber, William Gustafson, Charles Larson, Adolph Plass, Stephen Kinn, George Gustafson, Michael Ekenstrom, Edwin Egnat, William Wagner, Louis Grossmann, Henry Blind, William Bond, Christian Wundtson, Charles Doring, Charles Kury, Louis Kinnstrom, Charles Fager, Lena Gustafson, Augusta W. Miller, Lena Kinner, Maggie Rasm, Elnora Kinn.

GRANDSAL SCHOOL, 1914-15. For one year: Kate Miller, Louis Bond, Robert Farnes, Gustave Kinner, Louis Kinn, Mary Bergstrom, Ingvald Gustafson, Emma Gustafson, Annie Gustafson.

GRANDSAL SCHOOL, 1915-16. For one year: Joseph Mounier, Hugh MacMillan, Gustav Lundstrom, Willie Munderman, Charles Munderman, Henry Gustafson, George Munderman, Thomas Wundtson, Lena Wundtson.

CLAY SCHOOL, 1913-14. For two years: John Zep, Willie Busmark, Charles Carman, Louis Busmark, Lizzie Freeman. *For one year:* Bertha Ethel, Clara Mack, Lena Furman, Julia West, Lily Dand, Mary Simons, John Overt, Engman Whitwell, Henry Farnes, Frank Simons, Maggie Mitchell, Ingvald Gustafson, Augusta Knutby, Clara Kinner, Katie Benson, Nellie Edom, Katie Busmark, Lulu Thompson, Harry Kinner, Louis A. Busmark, Wm. Bond, Bruno Sandstrom, Arthur Busmark, Robert Cook, Chas. Nordmark, August Winder, Lena Gustafson, Emma Busmark, Nellie Kinner, Clay Gustafson, Clayburn Doring.

CLAY SCHOOL, 1914-15. For two years: George Gustafson, Oscar Mackwitz, Herman Gustafson, Arthur Hartman. *For one year:* Kate Henry, Henry Gustafson, Mary Horn, August Berthman, Annie Cook, Jennie Busmark, Victoria Schroeder, Francis Smith, Katie Gustafson, August Brundbach, Herman Seiler, Annie Fowler, Charles Kappas, Thelma Gustafson, Amelia Leigh, Robert Gump, August Grossmann, Katie Gustafson, Lillian Hartman, Emma Bond, John Bond, Otto Lundberg.

CLAY SCHOOL, 1915-16. For three years: Julius Gustafson. *For two years:* Francis Gustafson, Mary Gustafson, Samuel Wundtson.

IRON RANGE SCHOOL, 1913-14. None.

IRONIA SCHOOL, 1914-15. For two years: Mary Foley. *For one year:* Ida Meyer, Josephine Helvig, Eddie Williamson, Albert Goff, Katie Pierce, Lena Phillips, Grace Wilson, Rosa Miller, Jessie Helvig, Anne Knower, Mary Kweker, Bertha Schaefer, Annie McYoung, Wm. Richards.

IRONIA SCHOOL, 1915-16. Louis Milgus, John Weis, Matilda Foth.

IRONIA SCHOOL, 1916-17. For six years: Wm. Dale, Alfred Dale. *For one year:* John Barabaux, Nellie Marquis, Emma Dale, Julia Lendingham, Henry Barnmeyer, Frank Dugan, August Miller, Willie Meyer.

IRONIA SCHOOL, 1917-18. For two years: Alex Heitmeyer. *For one year:* Lulu Bearick, Ada Jacobson, Celia Colligan, Lillie Brown, Carrie Eifert, Frank Newman, Richard Lowenstein.

ELGIN SCHOOL, 1914-15. For six years: Sarah Willmore. *For two years:* Ida Muller, Adele Mass, Emily Sproule, Alfred Caffall. *For one year:* Mary Ash, Emerson Bacon, Della Block, Ida Diamant, Belle Ettel, Bertha Ebbich, Willie Erhardt, Mary Fogarty, Ella Garriott, Mattie Hewitt, Wanda Leister, Mary Murphy, Otila Seibroth,

George Schilling, Henrietta Schultz, Hattie Vonderan, Lizzie Vonderan, Annie Weigand, Lizzie Caspari, Eddie Eggs, Eddie Flagli, Mary Flippin, Annie Gerling, Blanche Flippin, Frances Heidenny, Genevieve Hebert, Tillie Hellman, Henry Lindhrest, Cornelius McGilway, Louis Marx, Ernest Mueller, Louis Navo, Henry Pusch, Linnie Lynimes, Unice Willmore.

EVERETT SCHOOL 1874-5-6. *For four years:* Missouri Raymond, Alfred Nowakowski, Carrie Raymond. *For three years:* John Day, Olivia Day, Sarah Archshoeffer, Clara Raymond, James Jutz, Mary Donovan, Clara Archshoeffer, Jennie Archshoeffer, Annie Donovan. *For two years:* William Day, Mary Mack, Max Gotthardt, Joseph McGuire, Mary Bulfin, Minnie Schnur, Pauline Meyer, Herman Doreges, Henry Meyer, John Donovan. *For one year:* August Blatner, John Bell, William Barclay, Henry Baur, Charles Mick, William Lange, Alfred Webb, Peter Rumler, Eddie Smith, Harry Eade, Tommy Doyle, Herman Schroeder, Robert Bell, Mattie Linan, Clara Moore, Annie McGovern, Clara Vallandigham, Alice Pollard, Maggie Bulfin, Minnie Meyer, Ada Lewis, Mary Mudge, Ella Donevan, Lizzie Randowe, Mary Milbush, Sallie Hohenthal, Julius Conrad, August Nitchmann, George Dremeyer, Julius Archshoeffer, Charles Bartlett, Eddie Meyer, Henry McGuire, Fritz Siebert, Dan. O'Brien, Maud Beard, Agnes Keenoy, Annie Swanson, Annie Mulcahey, Mamie O'Connell, Annie Schneider, Mary Mulcahey, Lizzie Coyne, Tillie Dietrich, Julia Schneider, Rosa O'Hare, James Haggerty, Ophelia Carter, Amelia Mick, Mena Miller.

FRANKLIN SCHOOL 1874-5-6. *For four years:* Isetta Barsalous, Grace Malmene. *For two years:* Edward Keller, Julius Bair. *For one year:* Mamie Kroeger, Linda Cannon, Amanda Marganen, Alvina Flischman, Kate Harpke, Rose Brady, Thomas Gredel, Theo. Stockhoff, Frank Curtis, Emily Hoffman, Augusta Heideman, Agnes Stark, Kate Brown, James Bardsley, Frank Aufderhelder, Edward Banker, Thomas Brown, Charles Flaherty.

FRANKLIN BRANCH 1874-76. Emma Enzinger, Pauline Wirtz, William Lange, Louis Wild, George Korink.

GAMBLE SCHOOL 1874-5-6. *For two years:* Edward Rimmeline, Matilda Schultz. *For one year:* Minnie Speidel, Martha Stittell, Addie Krampe, Emma Krampe, Byron McFarland, Herman Beck, Arthur Uhl, Edward Longtinum, John Idler, Charles Voitlein, Clement Blankmeister, Peter Jorgensen, Belle C. Chenot, Cecelia Necker, Louisa Saul, Julia Neukomm, Beatrice Chinot, Augusta Chenot.

GRAVOIS SCHOOL 1874-5-6. *For two years:* Emma Hahn, Louisa Beyer. *For one year:* Herman Dippel, Gustave Hahn, George Koenig, Robert Bellar.

HAMILTON SCHOOL 1874-5-6. *For one year:* Wm. Plassman, Maggie McCabe, Mollie May, Willie May, John Tracy, Augusta Boettcher, Nellie Kelly, Minnie Rhode, Louis Bent.

HUMBOLDT SCHOOL 1874-5-6. *For two years:* Jno. Weber, Albert Bange. *For one year:* Julia Reith, Louisa Severin, Lizzie Schollmeyer, Annie Heeler, Elise Homman, Louisa Christman, Josephine Meyer, Jno. E. Krich, Herman Guesmeier, Jacob Paffel, Frank Zepf, Geo. Zepf, Walter Brockstedt, Chas. Schlichting, Jacob Schappe, Fred. Gack, Fritz Lowenstein, Albert Croissant, Franz Echerich, William Brown, Ira Miller, Emma Reichman, Emma Ruecking, Louisa Vesofsky, Theresa Brown, Katie Strele, Mary Buchanan, Bertha Banges, Katie Schmidt, Louisa Ott, Henry Bastien, Jos. Weigand, Robert Paulus, Frank Gutwald, Willie Wilde, Louis Saum, Willie Kerr, George Schappe.

IRVING SCHOOL 1874-5-6. Frank Boekmann, Jenny Nash, Louis Niemiller, Cyrus Robbins, Ida Reinert, Joseph Guiltering, George Kippenberger, Geo. Nash, Clara Aufderheide, Amelia Farrell, Huldah Kuhn.

JEFFERSON SCHOOL 1875-6. *For four years:* Herman Mardorf. *For three years:* Geo. Bahrenburg, Wm. Mardorf, Louis Greensgel. *For two years:* Jessie Wallace, Fannie Harris, Emma Mueller, Leota Rust, Emma Burke, William Rust, Fred Zibbell, Lena Amala, Nellie McCabe, Louise Vallet, Jennie Wheeler, Jennie Bergen, Fannie Asema-

cher, Edward Apperson, Emma Delgman, August Delgman, Lizzie Grote. *For one year:* John Barrett, Lizzie Harris, Ida Bender, Amanda Owen, David Becker, John Gibbon, Mary Borth, Annie Asenmacher, Edward Rummier, Isabel Ingram, Emma Sorber, Mary J. Lilly, Annie Bessler, Annie Harmon, Fred Wagner, George Vallet, John Chamberlin, Barbara, Klein, Alice Apperton, Augusta Hennann, Bertha Wieland, Wallace Reeve, William Asenmacher, John Devoy, James Gibbon, Lizzie Mouschund, Nettie Brown, Bertha Sorber, Sophia Fleischman, Henry Koch, Francis Asenmacher, Charles Kingsley, Mary Huette, Mary Farley, Emma Morgan, Jacob Eckert, Lena Hausmann, Henry Klie, Emma Witte, Ida Bohlman, Amanda Dickhoner, Bertha Eise, George Davis, Emma Yen'sch, Christian Rummier, Richard O'Toole, Josephine Gannon, Mattie Kilgore, Augusta Hansmann, Mattie Stapp, Rosalie Huette, Emma Ruppenthal, Annie Bolte, Della Bunting, Annie Herne, Minnie Grote, Fred'k Wertz, Henry Croeger, Thomas Rooney, Ella Ballard, Mary Nictor, Minnie Droege, Lizzie Vogelphohl, Josie Gernhart, Ada McDonagh, Lizzie Jackson, Rosa Bessler, George Wolfmeyer, Francis Blie, Louis Feldmann, August Streck, August Lohrman, Julius Fink, Henry Hooker, Frederic Wagner, Charles Kasselbaum, Herman Miller, Frank Jennings, George Foster, Thomas Britton, Minna Kausteinier.

JEFFERSON BRANCH 1875-6. *For two years:* Charles Ingraham, George Wolfmeyer, *For one year:* Charles Ruppenthal, Cordelia Rivets, Henry Schlechter, Louis Corrella, Albert Grifeldt, Emma Wagner, William Long, David Davis, Louis Wentzel, Julius Kroeger, Loretta Haessel, Della Dickman, Michael M. Hyman, George Miller, Francis Klie, Julius Kruse, Mary Witte, Jennie Read, Clara Entemann, Reika Banker, Charles Wagner, Albert Rahing, William Moltke, Amelia Bessler, Mary Meyer, Emma Stelge, Henry Englebrecht, George Hurster, Harry Haper, Tillie Groton, Clara Reps.

LACLEDE SCHOOL 1874-5-6. *For two years:* Sarah Link, Fred Belger, Oscar Lips, Anna Schmell, Bertha Bloss, Alfred Knintzel. *For one year:* Louisa Hodde, Matilda Tuebner, Nancy Williams, Mary Stein, Ida Froelich, Amelia March, Louis Dehner, Charles Janssen, Julius Wehrle, Henry Otto, Louis Pritzko, Albert Schmelter, Emile Wolvenderf, Wm. Weeman, Alfred Kruntzel, Emma Brucher, Annie Wildermuthe, Emma Beecker, Louisa Reitz, Carrie Diehl, Lona Schaaff, Mary Stabenow, Emilia Merg, Annie Zenger, Cornelia Brucker, Willie Haase, Charles Behrens, Willie Sutter Theodore Philippe, Richard Lerner, George Neiderer, August Burnes, Adolph Gating, Frank Nouse, Robert Wagner, Willie Brucker, Adolph Wolgendorf, Thomas Williams, Albert Escherick, Willie Kasten, Gustave Nudner.

LAFAYETTE SCHOOL 1875-6. *For three years:* Conrad Fink, Annie Syka. *For one year:* John Ealer, Bertha Gutfreund, Geo. Hartmann, Emma Frick, H. Wische, Albert W. Husner, John Schneider, Fred. Flentze, Bertha Schumacher, Ida Vandegrif, Louisa Paull, Lizzie Vortriede, Amelia Berri, Minnie Happel, Sophie Cowan, Minnie Frederickson, Kate Nolting, Emma Rindskoff, Louisa Zentel, Valentine Harbut, H. Kless, Frank Harbut.

LINCOLN SCHOOL 1874-5-6. *For four years:* Ida Steinberg. *For three years:* Alice Ambruster, Louisa Ambruster, Mary Joerder. *For two years:* Mallie Kennedy, John Liebke. *For one year:* Mollie Barron, Emma Kieselhost, Austin Keuhn, Edward Keuhn, Emma Laufer, Dora Kraft, Allie Taylor, Edward Kleekamp, Amanda Obenhaus, Eugene Miller, Julia Cranman, Howard Scott, Carrie Werner, Rudolph Kilgan, Mary Server, John Murray, Otto Steinberg, William Knecht, Adela Steinberg, Henry Monahan.

LYON SCHOOL 1875-6. *For two years:* George Klein. *For one year:* Emil Krause, Frederick Hahn, Henry Brinkman, Chas. Argshelmer, Albert Heeder, Adam Hoffman, Otto Benjamin, Lillie Copeland, Annie Meyer, Kate Dunkard, Bertha Weiner, Frederic Gottschalk, Harry Watson, Theo. Benecke, Willie Winkleman, George Whittaker, Katie Halblaub, Laura Johnson, Lizzie West, Frieda Plening, Lena Kuhn.

MADISON SCHOOL 1875-6. *For three years:* Adolph Husemann. *For two years:* Tillie Duennemann, Henry Kaltenbach. *For one year:* Corrine Lynch, Katie Ringling, Louisa Foelinger, Cora Mitchel, Katie Schacht, Bertha Lennswald, Louisa Joquel,

Emma Kleye, Willie Kleye, Herman Santer, August Joquel, Fred. Eberharst, Willie Schacht, Willie Heede, Theo. Metz, Fritz Wilker, Willie Bremmer, Eddie Kalk, Jno. Wolde, Lizzie Stelle, Amelia Finke, Natalia Metzgar, Lena Ellers, Matilda Marsh, Clara Woener, Lucy Neuhaus, Anna Funk, Johanna Duennemann, Anna Kaiser, Mary Pfaff, Otto Gundlach, Geo. Stumpf, Adolph Fehlman, Fred. Stumpf, Adolph Manchenheimer, Max Udell, Harry Hauk, Jno. Wilker, Ang. Ellers, Jos. Schoell, Mollie Pfeiffer.

MARAMAC SCHOOL 1874-5. *For one year:* Mary Bechtold, Julia Ringling.

O'FALLON SCHOOL 1874-5-6. *For one year:* Amelia Hager, John Flottman, Pauline Wiest, Amelia Klithvort, Frank Geiselman.

PEABODY SCHOOL 1874-5-6. *For three years:* Mollie Siegel. *For two years:* Mary Alt, Emil Hoepfner. *For one year:* Albert Seeman, Arthur Herrold, Daniel Green, Alice Chribnal, Erwin Reipschlaeger, Alfred Fuelle, Martha Stark, Jennie Switzer, Emma Kadletz, Frank Shadoff, Peter Moskop, Katie Grosvener, Eva Hatch, Minnie Biggers, Emil Dienst, Otto Heckleman, Eddie Meyer, Oscar Rapp, Louis Bechel, Ida Haarstik, Chas. Alt, Emil Hoepfner, Frank Hardt, Tillie Rapp, Louis Rothweller, Matilda Steinwender, Cora Green, Willie Ludhoff, Adolph Hermanns, Clara Keety, John Frohard, Oscar Segulnot.

PENROSE SCHOOL 1874-5-6. *For one year:* Yetta Hordde, Betta Pretzel, Wm. Smith, George Wolf, John Hilmer.

PESTALOZZI SCHOOL 1875-6. *For two years:* John Schwerzler, John Zimmer. *For one year:* Annie Schwell, Elizabeth Kram, Barbara Herod, Lizzie Fernan, Annie Rooke, Mary Ramstein, Annie Michenfelder, Willie Betzold, Otto Winterer, Willie Hoffstetter, Alonzo Drain, Adam Doerr, Geo. Winterer, Chas. Eckert, John Schwerzler, Sophie Wetzler, Ida Fleischman, Adeline Baehr, John Betzold, Otto Schultz, Robert Gaertner, Frank St. Clair, Willie Geist, Thorny Heffenmeier.

POPE SCHOOL 1875-6. *For one year:* Alice McGrath, Christian Straszacker, Tillie Glitz, Sterling Stenart, Richard Little, Frank Glitz, John Diemert, Henry Truenstein, Minnie Yetta, Dora Track.

SHEPARD SCHOOL 1875-6. *For three years:* Lena Dockendorf. *For two years:* Thresa Dockendorf, Elfrida Kahlert, Dora Borel, Henry Schramm. *For one year:* Tinnie Wagner, Hulda Thul, Henry Kiefer, John Thul, Rosa Marsha, Mollie Jones, Fritz Potthoff, Louisa Nessel, Thresa Kupp, Thresa Wilkinson, Joseph Frank, Geo. Volz, Robert Jones, Julia Schoenfeld, Albert Schmidt, Pauline Emmeweger, Augusta Lenhardt, Louisa Fricker, Henry Wagner, Carrie Kiburz, Geo. Kiefer, Minnie Dowling, Lizzie Eckrick, Annie Ehrhardt, Tillie Weber, Josephine Wagner, Tina Welti.

STODDARD SCHOOL 1874-5-6. *For three years:* Julia Dang, Katie Spelbrink. *For two years:* Joseph Coyle, Helen Durkel, Lucy Gaylord, Becca Turner, Ed. H. Joy. *For one year:* Ellis Evans, Geo. Graff, Chas. Seavers, Benjamin Loth, Willie Hoffman, Junior King, Willie Miller, Grace Mansfield, Robert McMath, Noble Euston, Hartie Klyman, Harry Jordan, Geo. Cole, John Luke, Harry Weyeth, Sadie Hill, Maggie Baker, Katie Talbott, Marian Bell, Sallie Peck, Marian McFarland, May Case, Bessie Capelle, Tillie Einstein, Mary Mense, Gracie Miller, Lizzie Jordan, Ida Nichols, Gertrude Dalton, Laura Fairchild, Emma Lynd, Henrietta Meyer, Thresa Cornell, Belle Rankin, Belle Fairchild, Sallie Melton, Rosa Baker, Emma Ecker, Virginia Gettys, Ella Robinson, Jennie Washburne, Hebe Wise, Lucy Nesbit, Susie Buchanan, Cora Brolaski, Hattie Kearney, Jno. Gamble, Harry Keady, Jessie Traly, Fred. Sperlage, Galthier Clarke, Sydney Aloe, John Dickey, Geo. Beck, Richard Stinde, Robert Sturgeon, Geo. Hazeltine, Bernice Tansey, Sherry Hunt, Eddie Schaberg.

WEBSTER SCHOOL 1874-5-6. *For five years:* Sophie Echman. *For three years:* Emma Slatery, Dora Teuteberg, Fred. Marx, James Slatery, Octavia Bauer. *For two years:* Edward Meyer, Edward Spahr, Nancy Brown, Henry Mejer, Gustave Schelp, John Schultz, Wm. Seasinghaus, John Sanford, Sophie Ganger, Henry Woesterman, Otto Eschman, Eugenia Rubleman, Henry Kreit. *For one year:* Jennie Bowawitz, Jennie

Diggs, Sarah Bradshaw, Wilhelm Meister, Sophie Doctor, Lena Kriege, Geo. Southwick, Chas. Sullens, Annie Seegers, Edward Wennaker, Annie Whipping, Bessie Trumbull, Adolph Wilke, Henry Becker, Annie Arterest, Maggie Leaver, August Scoop, Louisa Sprick, Clara Koch, Joe Wellmeyer, Clara Aufderheider, Willie Jennings, Wm. Koppleman, Joseph Luedinhaus, Andrew Case, Wm. Pelster, Camellia Hinch, Mermau Baden, Wm. Krenning, Willie Peters, Mollie Sullens, Henry Ahlert, Emma Koppleman, Alphonzo Lamberts, Christ. Marx, Clara Grote, John Hyland, Louis Eutee, Willie Shanks, Frank Mathias, Chas. A. Beedle, Henry Kreit, Julius Ahlert, Chas. Mogge, Jessie Hermeling, Clara Allers, Alvena Goeman, Emma Luedinghaus, Katie Pipe, Anna Winkelmeyer, Mary Johnson, Tillie Reynardt, Eliza Macbeth, Annie Evers, Annie Ganger, Fred. Gent, Theodore Wilke, James Bryant, Christy Eierman, Emma Baur, Gustave Brewer, Annie Kohn, Ada Brockman, George Eberhardt, George Goeman, Annie Spier, Jessie Stone, Ida Becker, Ellen Smith, August Land, Julius Foengus, Sophie Wilmeier, Gracy Smith, Ida C. Woestman, Arthur E. Moore, Henry Fricks, Harry Reyburn, Clara Courson, Pauline Lambrechts, Otto Stemler, Jobanna Kreit, August Johnson, Christ. Siebker, Mary Link, August Roethmeyer, Salina Sean, Fannie Rooney, Katie Roesenger, Edward Schmiedi Chas. Whipping, Wm. Janson, Josephine Hermling, August Eberhardt, Herman Oberhaus, Willie Spier, Saddle Berry, Ernst Goeman, Henry Wirtz, Louis Guitar, Byron Smith, Wm. Altemeier, Otto D'Amour, Charles Haseler.

SUMMER SCHOOL 1874-5-6. *For one year:* Maggie Stratford, Hattie Smith, Mattie Jameson, Lizzie Burke, Horace Mitchell, Willie Gray, Willie Jones.

No. 2 SCHOOL 1875-6. *For one year:* Emma Saulisbury.

No. 4 SCHOOL 1874-5-6. *For two years:* Mary Cabbie. *For one year:* Sarah Turner, Robert Madden, Robert Gilman, Henry Cabbie, William Coleman, Joseph Jefferson, Lewis Huggins.

No. 5 SCHOOL 1874-5-6. None.

THE KINDERGARTEN.

The importance of reaching all of the population of the community, and of subjecting it to the beneficent influences of the school, presses itself upon the educator. More than all is he concerned for the children growing up in poverty and crime. Living in narrow, filthy alleys, poorly clad and without habits of cleanliness, the "divine sense of shame," which Plato makes to be the foundation of civilization, is very little developed. Self respect is the basis of character and virtue; cleanliness of person and clothing is a sine qua non for its growth in the child. The child who passes his years in the misery of the crowded tenement house or an alley, becomes early familiar with all manner of corruption and immorality. The children thus unhappily situated are fortunate if they are placed at work even in their tender years, and taught habits of industry, though deprived of school education. The unfortunate ones grow up in crime. But if they can receive an education at school besides the education in useful industry they are more than fortunate, their destiny is in their own hands.

In my report for 1870-71 I urged this point:

"The average duration of the school-life of a child in manufacturing districts is only three entire years. Commencing at the age of seven, he completes his school education at ten. If he could be properly cared for in school at five years of age his school-life would last five years. This period would suffice to make a durable impression on his life."

"The exclusion of pupils under seven years of age, to which I have alluded in former reports, still continues, but not to such an extent as formerly. In certain sections of the city.

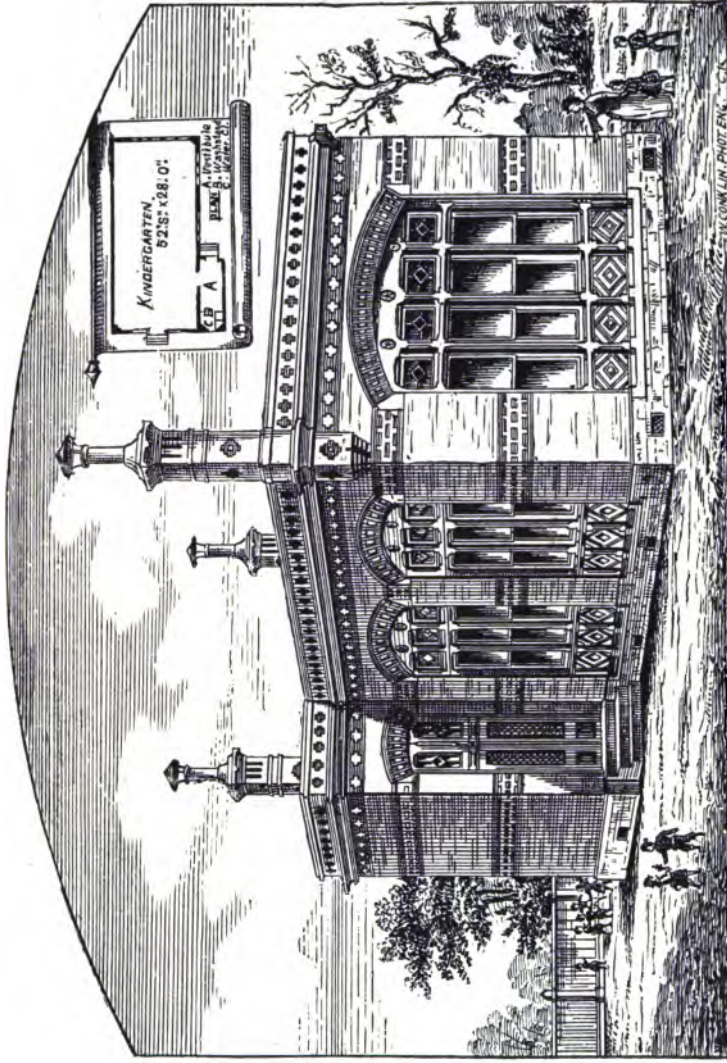
where the influences are corrupting to the children, they being obliged to play on the street, it is decidedly better to have them in school at an early age, and to so far modify the tasks imposed on them as to prevent overstraining their delicate organisms. The Kindergarten system of culture for the young is justly receiving much attention from educators everywhere. To it we must look for valuable hints on the method of conducting our instruction in the lowest primary grades." The establishment of an experimental kindergarten was accordingly recommended. It got no farther however than the experiment made at the Everett Primary School, wherein some of the features of the kindergarten were adopted.

In my report for 1871-72 I again called attention to the provision for the education of the younger children:

"From his third year the child begins to widen the sphere of his activity so much as to extend it beyond the family influence. Through play he comes in contact with children of other families, and soon after this commences, he needs the counterbalancing influences of the school. Through contact with other children in play—especially where, as happens in cities, the street is the place of this association—his will develops powerfully, and something more is needed for its control than the mere family nurture.

"The regime of the school (more general than that of the family) is needed to prevent arbitrariness and caprice, and to secure the growth of proper respect for elders and for moral and civil ordinances. That three-fold reverence, that Goethe speaks of as the basis of all higher life—reverence for superiors, for equals, and for inferiors—is very difficult to inculcate if the child remains too long under that influence, without the training of the school. School discipline is found to be far more potent when applied at the age of five than at the age of eight years.

"I hope another year will witness the formation of a sufficient number of small primary schools—founded more or less



FRANKLIN KINDERGARTEN.

on the kindergarten plan—to accommodate all of the localities situated near the river and in our manufacturing districts. A genuine Kindergarten, as an experiment, would furnish additional hints to our teachers, and suggestions to the Board enough to doubly repay the cost of its support.”

In my report for 1872-73 I alluded again to the increase in our schools of the number of pupils under the age of seven years, and urged its importance:

“We do not look so much to the gain in intellectual possessions as to the training of the will into correct habits, during the years previous to the seventh. After his third year, the child becomes social and hungers for companionship. In the school he can secure this with less danger to him than on the street. Such careful training in habits of regularity, punctuality, industry, cleanliness, self-control, and politeness, as are given in the ordinary primary school, and still more efficiently in the well-conducted kindergarten, are of priceless benefit to the community. They lessen the number of rough, ungovernable youths whose excesses are the menace of the peace of society.”

The offer of Miss Susie E. Blow to undertake gratuitously the instruction of one teacher appointed by the Board, and to supervise and manage a kindergarten provided the Board would furnish the rooms and a salaried teacher, was accepted August 26th, 1873, and Miss Mary A. Timberlake, one of the primary teachers, was assigned to a room in the new building of the Des Peres School set apart for the experiment. Under the enthusiasm and eminent practical sagacity of Miss Blow the Kindergarten soon developed surprising results. In the following spring I described its results thus:

“The formation of habits of cleanliness and politeness is marked and successful. But the development of the intellect in making quantitative or mathematical combinations is more surprising. Geometry and arithmetic seem to unfold simultaneously in the minds of the pupils. They are trained to exercise their faculties in recognizing form, shape, and

number, as well as in designing combinations with them. This training in the exact and quantitative is counterbalanced and compensated by a discipline of the phantasy and imagination. Manipulation, in various ways—drawing, folding paper into artistic forms, embroidering, construction with sticks and softened peas, modeling in clay—so as to train the hand and eye, is practiced. It would seem as though Froebel had especially in view the education of a race of industrious and useful people."

The first year's results (1873-4) in the Kindergarten at the Des Peres School were such that the Board had no difficulty in deciding to continue the experiment on a somewhat enlarged basis the following year (1874-5). A second room in that school was added in order to accommodate the advanced classes which remained from the previous year, and at the same time to provide rooms for the new applicants. Besides this, kindergartens were established in the Divoll and Everett Schools. In the latter school was made the first experiment of an afternoon kindergarten. Hitherto the kindergartens had held only morning sessions (from 9 A. M. to 12:30 the first year, and from 9 to 12 the second). It was, however, clear that if the rooms could not be utilized in the afternoon that the cost of buildings for this purpose would be so large as to be an obstacle to the successful introduction of the kindergarten into the public school system. If an afternoon kindergarten could be held in the same room a saving could be effected not only in room rent, but also in the permanent apparatus necessary, for one set would do for both. The experiment of an afternoon kindergarten succeeded, and the past year (1875-6) has seen five afternoon kindergartens in operation.

The following statistics give the results for the past year :

1875-6—KINDERGARTENS.	No. Schools.	No. Paid Teachers.	No. Unpaid Teachers.	No. Enrolled.			Av. No. Belonging.	Av. Daily Attendance.	
				Boys.	Girls.	Total.			
Carondelet, A. M.	1	1	5	45	42	87	45	41	91
Carroll, A. M.	1	1	3	50	39	89	45	41	91
“ P. M.	1	1	2	37	42	79	40	36	90
Des Peres, A. M.	1	1	2	35	45	80	41	33	80
Divoll, A. M.	1	1	1	27	44	71	50	45	90
“ P. M.	1	1	1	38	53	91	48	43	89
Everett, A. M.	1	1	3	66	40	106	45	40	89
“ P. M.	1	1	3	51	36	87	32	25	84
Franklin, A. M.	1	1	5	51	59	110	45	38	84
“ P. M.	1	1	4	49	33	82	34	32	94
Webster, A. M.	1	1	5	44	38	82	52	42	81
“ P. M.	1	1	4	40	37	77	51	40	78
Total	12	12	38	533	508	1041	528	456	86

Average age of pupils (approximate) 5 years 4 months.

The average number of pupils for each kindergarten is—enrolled, 87; belonging, 44; attending, 38.

The following is a summary of statistics for the three years* (the figures for 1874 and 1875 are approximate):

YEAR.	No. of Kind'g'tns.			No. Tch'rs.		No. of Pupils Enrolled.			Av. No. Belonging.	Av. No. Attending.	Percent Attendance
	A. M.	P. M.	Total.	Paid	Unpaid.	Boys.	Girls.	Total.			
1873-4	1	..	1	1	3	30	38	68	42	35	83
1874-5	3	1	4	4	13	130	141	271	136	118	87
1875-6	7	5	..	12	38	533	508	1041	528	456	86

* In the course of the year 1876-77 there have been added to the kindergartens before named 18 others (nine morning and nine afternoon), swelling the total number to 30

Cost of the Kindergarten.

The cost for incidentals (i. e., for the material used in the occupations, such for example as sticks, peas, paper for cutting and pasting, clay [modelling,] etc.), in the kindergartens, is nearly or quite met by the fee of one dollar collected quarterly from each pupil whose parents are able to pay it. The cost of tuition, estimated on the amount paid as salaries to the teachers of the kindergartens, is as follows for the past year:

Cost for each pupil enrolled.....	\$5 76
" " belonging	11 36

The number "belonging" should be explained. After a pupil has been absent three days, even if it is for good cause and he intends to return, his name is dropped from the roll and he is not considered as belonging until he returns.

Inasmuch as the tender age of the children prevents regularity of attendance throughout the year, it is easy to see that the average cost based on the number enrolled is the fairest estimate. By reference to page 24 of this report, it

kindergartens. These are established in the Clay, Peabody, Bates, Eads, Pope, Hamilton, Madison, Humboldt and Clinton. The total enrollment of pupils in these will exceed 2,400, with an average attendance of about 1,200. Two Supervisors have been appointed—Mrs. C. J. Hildreth and Miss Cynthia P. Dozier, who inspect the kindergartens and make weekly written reports to the Superintendent, give weekly lectures to the assistants, besides conducting each a kindergarten. Besides these, there are 26 Directors (two being in charge of A. M. and P. M. kindergartens), four paid assistants (one being attached to each director who manages the two kindergartens, one held in the morning and the other in the afternoon, and one to each supervisor), and 155 unpaid assistants, making a total of 187 teachers in this department. No unpaid assistant is admitted to the corps until she has signed a statement to the effect that she agrees to teach for one year without compensation, and that she enters the kindergarten solely for the sake of learning its theory and practice, and that she clearly understands that she has no claim on the St. Louis Board of Public Schools for an appointment to a paid position after she completes her training. The Board issue two grades of diplomas: one certifying to the ability to conduct a kindergarten practically, and the other to the ability to direct a kindergarten and instruct assistants in the art. The diplomas are issued only to those who are, 1st, recommended by the supervisors; 2d, endorsed by a vote of the Kindergarten Society (consisting of all of the directors of the St. Louis kindergartens); 3d, approved by the Board of Public Schools. With this three-fold gauntlet, it is thought that the diploma will deserve respect.

will be seen that the average cost of tuition, per capita, for all pupils in the public schools was \$13.75 for the past year, or ten cents per day. The pupils of the kindergarten cost \$5.76 per capita, or about seven cents per day, as the average attendance of each for the year was only eighty-eight days.

The problem of reducing the cost of the kindergarten so as to bring it within the amount that may be properly expended by a board of public schools may therefore be regarded as solved at least for the St. Louis schools in the present status. Tuition in the kindergarten is at present lower than in our primary schools. This fact is due to the large corps of unpaid assistants who at present find attraction here for various reasons. Some volunteer for the sake of the novelty of the thing, and because it seems a method of teaching devoid of the stiff pedantry, rigid discipline, and strict examinations which adhere to the ordinary school; others are filled with a sublime enthusiasm, and devote themselves, like missionaries, to a work which they believe to be potent for the regeneration of society, morally and intellectually; others see in it a trade or profession to be adopted for one's livelihood.

The superior advantages which a large system of kindergartens offers as a training school for teachers cannot fail to draw hither, in the future as at present, many zealous and capable women from other States. Certainly our kindergartens are improving rapidly, and their organization is becoming constantly more effective.*

* The appointment of the two supervisors mentioned in a previous note has done very much to collect the results of experience and circulate them throughout the system. The following is a general programme adopted by the supervisors in January, 1877, to be followed by all the kindergartens as therein indicated:

KINDERGARTEN PROGRAMME FOR III. AND IV. QUARTERS.

1st—Kindergartens having a Second Year Class.

2d—Kindergartens commencing the first of present school year.

3d—Kindergartens commencing the 2d of January.

Conditions of Economy.

Experience has already taught us many valuable lessons in the matter of economy in the management of kindergartens. If a well paid teacher is placed in charge of each group of children, the quota to each might perhaps be as large as twenty-five, although usually only twelve to sixteen are assigned to each. Supposing that a minimum salary were paid such a teacher (and in St. Louis such minimum salary as paid to so-called "third assistants" in the district schools is \$400 for the first year's service, \$450 for the second, and increasing by \$50 a year until it reaches \$600) say at \$400 per annum, the tuition of the twenty-five children would be at

1st. In these kindergartens the programme for the "First Division" should be as follows :

I DIVISION.

<i>Before Recess.</i>	<i>After Recess.</i>
Monday Drawing.	Folding star forms.
Tuesday Peas-work. School of angles.	2d order Pricking of slanting line.
Wednesday 5th Gift.	Mats. Teachers' School.
Thursday Drawing. Teachers' School.	Cutting.
Friday School Sewing. Tints and Shades.	7th Gift.

For First Year's Kindergarten, I. Division.

Monday 3rd Gift Review.	Folding.
Tuesday Peas work.	Pricking School.
Wednesday ... 4th Gift Lesson	Mats.
Thursday Drawing.	Cutting.
Friday School of Sewing.	Squares.

For a Kindergarten commencing in January. I. Division.

Monday 1st Gift Review.	Folding.
Tuesday Peas work.	Outline Pricking.
Wednesday ... 2d Gift Lesson	Mats.
Thursday Drawing	Cutting.
Friday Picture Sewing.	Mats, alternate with the occupations in which children need practice.

For II. Division of all Kindergartens except one commencing in January:

Monday Folding.	School of Pricking.
Tuesday 3rd Gift Review.	Peas-work.
Wednesday Drawing.	Cutting.
Thursday School of Sewing.	Squares.
Friday 4th Gift Lesson	Mats.

least \$16 each. If the average number belonging to each teacher should be reduced to sixteen pupils, the tuition would rise to \$25 per year. If teachers were to receive an increase of salary proportionate to experience so that the kindergarten teacher of long service received \$600 per annum, the tuition would rise to \$24 or to \$37.50.

The first plan that suggested itself to us was to adopt a modification of the Lancasterian system. In a large room were arranged three or more tables, each accommodating sixteen pupils; the experienced teacher was to take charge of one of these tables and to supervise the others which were placed under the charge of novices in the art. It was thought that the director could receive a fair salary, and the assistants merely nominal ones, and that by this device the expense could be brought within the prescribed limits, so as not to exceed the pro rata cost of tuition in the primary schools of

For II Division of Kindergarten commencing in January:

<i>Before Recess.</i>	<i>After Recess.</i>
Monday.....Folding	Outline Pricking.
Tuesday.....1st Gift.	Peas-work.
Wednesday....Drawing.	Cutting.
Thursday.....Picture Sewing.	Mats.
Friday.....2d Gift Lesson.	Picture Sewing.

For III Division of all Kindergartens except one commencing in January:

Monday.....Picture Sewing	2d Gift Lesson.
Tuesday.....Drawing.	Mats.
Wednesday....Outline Pricking.	Folding.
Thursday.....2d Gift Review.	Peas-work.
Friday.....Cutting.	Picture Sewing.

For III Division of Kindergarten commencing in January:

Monday.....Picture Sewing.	1st Gift.
Tuesday.....Drawing.	Mats.
Wednesday....Outline Pricking.	Folding.
Thursday.....1st Gift.	Peas-work.
Friday.....Cutting.	Picture Sewing.

Kindergartens having 2d year Class:

Carroll—a.m. and p.m.	Everett—a.m. and p.m.
Carondelet—a.m.	Franklin—a.m.
DesPeres—a.m.	Webster—a.m. and p.m.
Divoll—a.m. and p.m.	

the city. The result has been as described above. So many assistants have volunteered their services that no expenditure has been required for salaries of assistants.

In the matter of furniture a very valuable feature has been introduced. Our kindergarten tables were at first quite large, each one accommodating sixteen to twenty-four pupils. They were so heavy as to be practically immovable, and the seats were accordingly fastened to the floor around them. But, inasmuch as a large space was demanded for the circle around which the children form their line for the "games," the practical result was that a room of standard size for school purposes (28x32 feet) could furnish room for only three of these tables, and only 48 pupils could be accommodated in a kindergarten; cheap tuition could not be obtained in this way. It seemed as though one-half of the room must remain unutilized. While the children were at their "games" the part of the room occupied by the tables was unused, and while at their "occupations" the space left for the circle was not used. At the Centennial Exhibition* Miss Blow (who had expended much of her own time and money in the preparation of the St. Louis Kindergarten exhibit), procured a small table and chair suitable for one pupil (such as are manufactured and sold by E. Steiger of New York). The thought suggested itself that a table somewhat larger so as to accommodate two pupils would have the advantage, that it could be easily moved and placed anywhere in the room, and combined with others so as to make a large table of any size needed for the occupations, and then when the space should be required for the circle on which the games are played, these small tables could be removed from their combination and with the chairs be placed close to the wall around the room. This style of furniture would also

* The St. Louis Kindergarten exhibit received an award from the United States Centennial Commission decreed to the St. Louis Board of Education "For excellence of work and for the establishment of kindergartens as a part of the public school system."

possess other advantages ; for the director could at will form, by combining the small tables, large tables of any size to suit the wants of classification as well as to provide a division of pupils for each one of her assistants.* The tables and chairs also could be moved by the pupils and arranged according to taste and convenience.

The attendance of kindergarten children upon school during the inclement season of the year is of course not so regular as that of children in the primary and Grammar schools. The course of study will doubtless have to be modified somewhat with reference to this fact when experience has furnished us the exact conditions of the problem. The fall and spring months are the ones specially adapted, with us, for kindergarten instruction. In more northern climates June may be substituted for March, but our schools close early in June for the summer. Perhaps it would be feasible to close the kindergarten during the winter months, were it possible to utilize the rooms to any other purpose and to employ the teachers in the primary department of our schools. This however is not a pressing question so long as the age for admission is fixed at five years as has been done in our schools.

Again in regard to the supply of unpaid assistants, there is this view to be urged: It is acknowledged that the training which the assistant teachers have to pass through is of the utmost value to them as an education fitting them for the duties of the family. An apprenticeship of a year or two years ought to be regarded as a necessary "finish" to the

* This plan was adopted by the building committee of the Board, at first in a few kindergartens as an experiment, and afterwards in all. The capacity of each room has by this means been so increased that where formerly only 40 were accommodated, now 70 are provided for with greater facility. The practice of moving the tables and chairs and arranging the same according to tasteful designs has added a new "occupation" to the list given by Froebel. The tables used are of the following dimensions : length 36 inches; width, 20 inches; height 21 inches; chairs of two sizes, respectively 12 inches and 11 inches from seat to floor. The tables are marked off into squares of one inch in dimension.

education of a girl. Such a training would develop habits of industry, neatness, order, manual skill, ability to supervise and direct the labor of domestic servants and to secure discipline, as well as the ability to train and educate the children of the family. The course of study connected with this training would elevate and broaden the ideas of the mind and discipline the power of thought. The possession of the theory and art of the kindergarten of course would have the incidental advantage that its possessor would have a means of livelihood in case she were obliged at any time by untoward fortune to support herself.

Dangers in Management.

The two dangers incident to the management of kindergartens connected with a system of public schools are, *first*, the tendency to introduce the strict discipline that is found wholesome if not indispensable in the regular school work. To thus stiffen and formalize the work of the kindergarten is to destroy its best results. *Second*: There is the danger that the freedom from constraint in the kindergarten may be allowed to go so far as to demoralize the children. If the children that are inclined to mischief are not restrained, no evil habits can be corrected, but on the contrary all of the children will be exposed to their influence. From day to day the evil-disposed children will be brought into contact with fellow pupils who display, without repression, habits of rudeness and violence, of the use of improper language, of interference with the work of others. There is no wonder that a kindergarten wherein children are allowed to interrupt the progress of a regular "occupation" or "game" by private quarrels or play with each other, by conversation about other matters than the work before them, by rude talk or the indulgence of caprice, has been proscribed by the school teachers who received these children into their classes after graduation from the kindergartens. Weeds had grown apace, and the primary teachers were caused much trouble and pains to

eradicate habits which should never have been allowed to form. It is easy to find kindergartens where too much sentimentalism prevails on the paradisaical nature of childhood that are schools of corruption from first to last. Instead of holding fast to the good, they allow caprice and passion to develop and choke the growth of rationality and self-sacrifice upon which civilized life is based.

To consider the grounds of these two dangers we must briefly discuss the psychological theory of the kindergarten, and especially the function of play in the child's development.

Play.

The necessity for physical exercise in the growing organism is well understood, and its nature and limits generally prescribed rationally. But the exercise of the will and the mode of its training are not so well understood. It is essential to have periods of repose for the body; something similar is demanded by the will. There must be a repose from its tension. The question of rest through alternation of studies is also to be considered in this connection. All vigorous action involves the tension of the will. Calisthenics or gymnastics demand an exercise of the will quite as much as mental arithmetic. The alternation from mental arithmetic to calisthenics is indeed not much of a relief to the child, for the chief activity in both is that of attention. So to pass from intellectual training to moral or æsthetic training is likely to give no relaxation to the will. All training in school is accomplished through the will. Moral training is will—training *par excellence*, and æsthetic training is a training of the senses into a perception of rhythm and harmony, and must be accomplished by the energy of the pupil, exerted to transform his mere inclination into obedience to prescribed forms (e. g. the form of the new piece of music he is trying to learn).

It is said that one *gas* is a *vacuum* for another. But one liquid is not a *vacuum* for another. One energetic training does not furnish rest and relief for another. What is common to all species of training for culture, whether of body or of mind, is an earnest fixing of the attention on some external method or form. There must be a forcing of the faculties of the mind or of the muscles of the body into some prescribed path. All such endeavor is wearying. It is worse than wearying. It is a partial abnegation of the self-hood of the individual; he renounces what he likes, gives up his special inclination, and makes himself, for the time being, a tool or an instrument for the realization of a purpose that lies beyond his immediate pleasure. If this is continued without relaxation, it will soon develop into a mechanical, non-spiritual drudgery. The slave is a drudge because what he does is for another, and he finds no subjective gratification or satisfaction in his toil.

The refuge from this lies in play, at least as far as the child is concerned. For the grown-up person it ought to be found in the various forms of art—music, literature, the drama and the plastic arts. For the child, æsthetic art demands yet a special preparation, and it is, therefore, not so much a relaxation as a subject for the training of his will. Even music—we know how persistently the child must practice the scales and mechanical exercises before he can sing or play in an acceptable manner.

In play, the child cuts loose entirely from prescribed tasks, and, giving scope to his fancy, becomes, to the extent of his ability, creative. He gratifies his instinct to subdue natural things and realize his will upon them. He makes practical experiments upon whatever comes within his reach, to ascertain his faculties and powers, and the limit of resistance which things offer to his pleasure. He makes and breaks, builds up and destroys; his *negative* activity is as essential as his constructive activity. His play contains in it a devel-

oping germ. As soon as he has exhausted an object on its positive and negative sides—i. e. as soon as he has learned to use it and destroy it—his interest in it dies away, and he seeks a new plaything. Each plaything is a type of some human instrumentality, just as each nursery tale contains the worn down boulder of some myth dating from beyond a former drift-period in human culture. From type to type the child proceeds from the empty, formal playthings to more concrete and useful ones, until at last his instinct for play gives way to serious interest in practical life.

Wherein precisely does play differ from the serious occupation of later years? This has already been intimated in previous statements. In practical life—the life of the individual in civil society—each one works out, or elaborates, some general product, not for his own exclusive, direct use, but for society. Through barter or exchange, he obtains from the community all the other products necessary to him, by means of the single product that he creates or helps at creating. Practical life is therefore a profound mediation wherein each man lives for others and in turn gets his food, clothing and shelter through their labor. If he relied upon his own toil exclusively for what he enjoyed; his enjoyments would be fewer in number than those of Robinson Crusoe or of the savages with whom he contended. For Robinson Crusoe's life was made possible by the tools of civilization saved from the wreck, and even the rudest savages live in tribes, and the life of the individual is devoted to the safety of the tribe in order that the tribe may in turn protect and nourish the individual. But the mediation involved in society is far too deep for the child to grasp. Its circle of return to the individual is too large for him to compass with his intellect. It is by combination and division of labor that man has really subdued nature and proved the might of spirit. But to place the child at once in this system of industry is to place him where all his endeavor apparently serves others and not himself. Therefore by such treatment he is prevented from developing in himself that feeling of selfhood and individu-

ality, which is essential to the development of character. He is made a drudge and will continue one. But in play he realizes, in an immediate or direct manner his independence; he does not act for or through somebody else, but he realizes his own selfhood in his activity. The development of different types of play as the child grows to youth, and the youth to manhood, consists in the gradual change from mere immediate or direct exercise of childish personality upon things, to the exercise of power on what yields enjoyment only through the participation of others. This leads to active interest in that complete mediation which is found in the currents of civil society.

Play is itself educative. But its very character as play is destroyed the moment that any serious purpose is connected with it, or any ulterior object introduced into it. For that introduces the very mediation, the lack of which distinguishes it from work.

The utilization of play by forming it into a system of education, is therefore very liable to founder on this rock. Regular system is the antithesis of play. Play must be not only constructive but also destructive. If the latter phase is lacking, there is found wanting the very psychological movement in which consists the realization of independence, and the development of the feeling of self. In destroying, the *ego* feels its negative might, its power of abstracting, of clearing up and removing obstacles; without this it never arrives at spiritual independence.

Were the kindergarten to ignore this point, it would be liable to become a very bad system of suppressing what is most valuable in childhood. But its guidance of play into prescribed forms is a suitable transition from the purely spontaneous play of childhood into the forms of sober industry and usefulness. The discipline of the primary school is not so stiff and formal as that of the grammar school, but mild as it is, it is a very abrupt and harsh change from the nurture of the family, and the child may be so affected by the shock as to suspend the healthy growth of individuality.

Were the kindergarten intended as a substitute for the self-education of the child in his spontaneous efforts at play, it would evidently mistake its own function. The use which the mother is expected by Froebel to make of the gifts is an excellent auxiliary in the child's development, though it would be a poor substitute for his own unaided play. The goal of education is to discipline the youth into self-sacrifice for others, and the renunciation of caprice and mere pleasure for rational ends. The child at the start is an irrational animal; his pleasure is his highest law. Education must awaken in him a consciousness of Reason as the highest law, and make obedience to reason his second nature. But education must not do this so suddenly as to dwarf his individuality, by the suppression of all personal interest on the part of the child. It must rather develop the child, through his self-interest, from caprice to a rational will. The truly educated man does the right, but not mechanically; he does it through insight into the truth of it, and hence he feels personal interest in it. An example of education conducted so as to crush individuality may be found in the system of any Oriental nation.

But on the other hand if too much concession is made to play and the child's caprice, in our systems of education, the child may fail to learn that paramount respect for the rational which is essential to civilized life. Hegel says: "Education through play is liable to result in the evil that the child learns to treat everything in life in a contemptuous style." Play cannot be utilized in such a way as to secure the culture that comes from earnest hard work. Neither can sober work alone suffice for the growth of the child into the man.

Let the child be protected in his spontaneous play as the necessary basis for self-activity and strength of character. Let the transition be made from this to the strict discipline of the school by means of the kindergarten, all of whose methods and appliances are those of the conversion of play into work, and the repression of the phase of destructiveness which predominates in the rudimentary stage of play. In

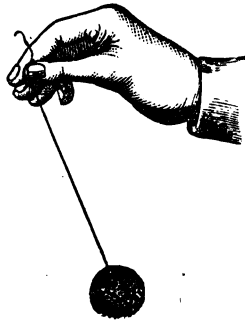
omits all reference to the arts of reading and writing until the child has completed what is peculiar to the kindergarten. Indeed the kindergarten proper ends when the child is ready to begin to learn to read. That this should be so is reasonable. The representation of language is conventional. The alphabet has lost its original symbolic peculiarity. The letter A is no longer the picture of an ox or of the head of an ox: nor does its pronunciation suggest the important syllable of our word ox. B is no longer the picture of a house (or open shed) nor does its sound suggest to us the word for house. In the picture-writing of Egypt, each character was first a picture of the thing meant; afterwards the characters began to be used to represent the important syllables of the original words as used in the composition of other words; from syllabic writing to alphabetical, wherein the symbolic force became entirely obliterated, was the final step. The association between words and letters and between the spoken word and the written word is now entirely conventional. The faculty of recognizing symbols is earliest developed in the human mind; it is the root of intellectual generalization as well as of art and religion. To go over from the symbol to the purely conventional indicates an immense step in the growth of human consciousness. Hence our primary education which begins with the alphabet, omits all of that portion of education which traverses the periods of prehistoric culture, to-wit: the invention of arts and customs and the development of the Symbol as it appears in art and religion. It is clear that if education in the school is to begin earlier, that it must take just the direction that Froebel has given it. It would serve no good purpose to begin to learn the alphabet at an earlier period; for such an attempt would suppress the necessary preliminary growth of the child through the prehistoric era of culture. But a school-training in the arts and occupations which form the presuppositions of civilization is or may be a very rational thing. These arts and occupations are half inclined towards theory and intellectual

insight, and half inclined toward manual skill and dexterity.

The kindergarten gifts, twenty in number, (as used in this country) are so arranged as to develop the knowledge of solids, surfaces and lines, and the practical ability to build, to draw pictures, to entwine and to weave.*

*Through the kindness of Mr. E. Steiger (24 Frankfort St., New York City) I am able to present here the following illustrations and descriptions of the several gifts.

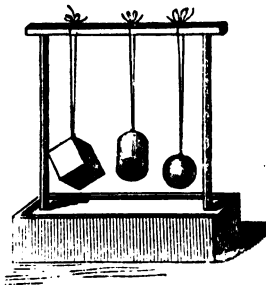
FIRST GIFT.



For the youngest children:

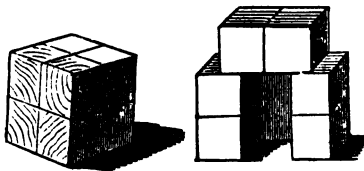
Six soft Balls of various colors. Aim: to teach color (primary and secondary) and direction (right and left, up and down); to train the eye: to exercise the hands, arms and feet in various plays.

SECOND GIFT.

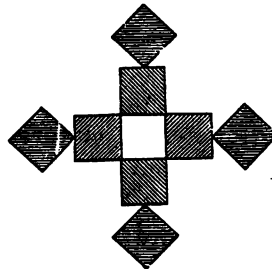


Sphere, Cube and Cylinder. Aim: to teach form: to direct the attention of the child to similarity and dissimilarity between objects. This is done by pointing out, explaining and counting the sides, corners and edges of the cube; by showing that the properties of the sphere, cylinder and cube are different on account of their difference of shape; by pointing out that the *apparent* form of the sphere is unchanged, from wherever viewed, but that the apparent forms of the cube and cylinder differ according to the point from which they are viewed.

THIRD GIFT.

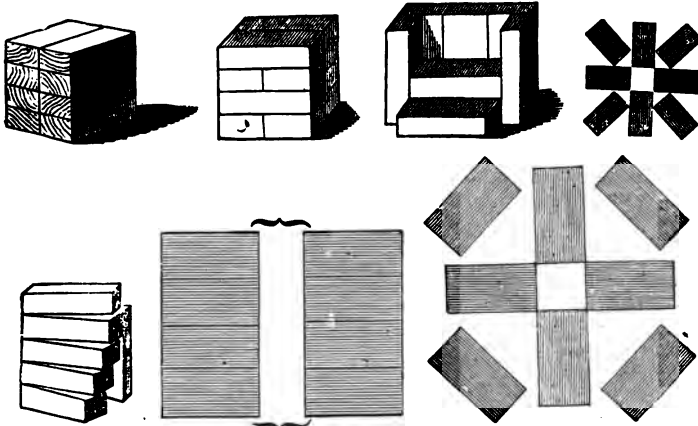


Large Cube, divided into eight small cubes of equal size. Aim: to illustrate form and number; also to give the first idea of fractions.



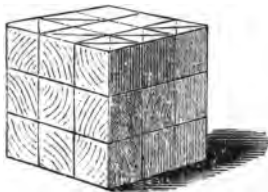
From an examination of the "Gifts" it will be seen that the first six are used to familiarize the pupil with the various

FOURTH GIFT.

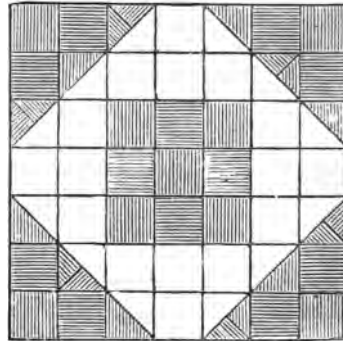


Large Cube, divided into eight oblong blocks. - The points of similarity and difference between this and the Third Gift should be indicated.

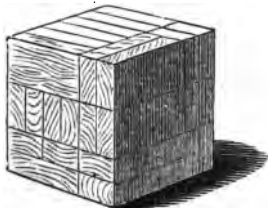
FIFTH GIFT.

**FROEBEL'S THIRD BUILDING BOX.**

This is a continuation of, and complement to, the Third Gift. It consists of twenty-one *whole*, six *half*, and twelve *quarter*-cubes, forming altogether one *large Cube*.



SIXTH GIFT.

**FROEBEL'S FOURTH BUILDING BOX.**

This is a continuation of, and compliments to, the Fourth Gift. It consists of eight *whole* oblong blocks, three similar blocks divided lengthwise, and six breadthwise, forming altogether one *large Cube*.

forms of solids and that the child plays with them at building. Theoretically he learns counting, adding, subtracting, multiplying and dividing with them. The second group

SEVENTH GIFT.

Quadrangular and triangular Tablets of polished wood. These tablets, as well as the previous Gifts, are designed for instruction in reversing the position of forms and combining them. In the six previous Gifts the child had to do with *solids*: by the tablets the *plane* surfaces are represented; these are followed by the *straight line* in the Eighth Gift, and the *curve* in the Ninth Gift.



A. Four large right-angled Triangles.



B. Eight squares.



C. Nine large equilateral Triangles.



D. Sixteen isosceles Triangles.

E. Thirty-two isosceles Triangles.



F. Fifty-four equilateral Triangles.

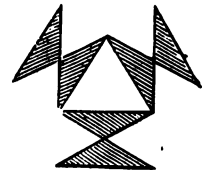
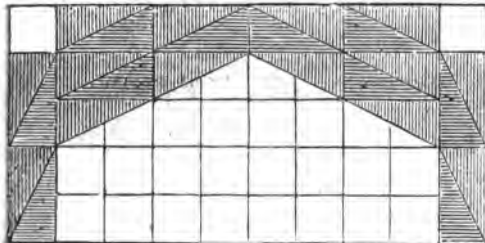
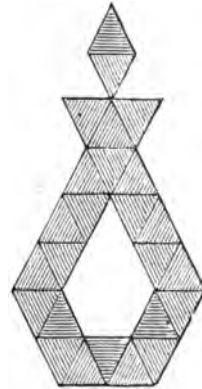
G. Fifty-four isosceles Triangles.



H. Fifty-six scalene Triangles.

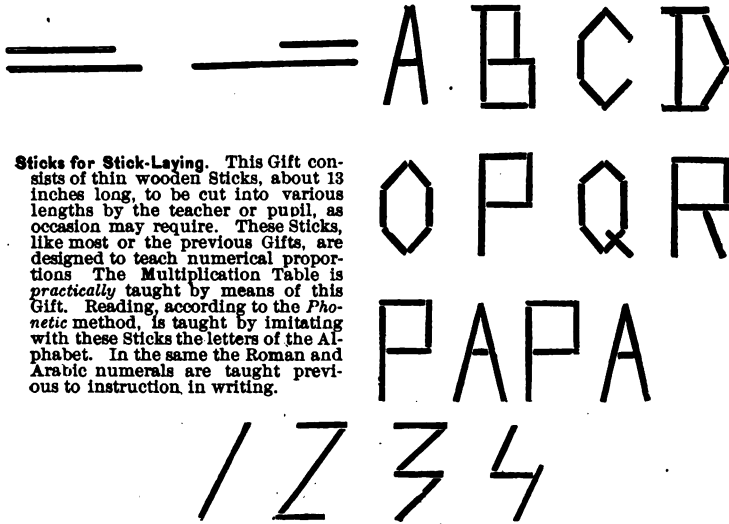


I. Sixty-four obtuse-angled Triangles.



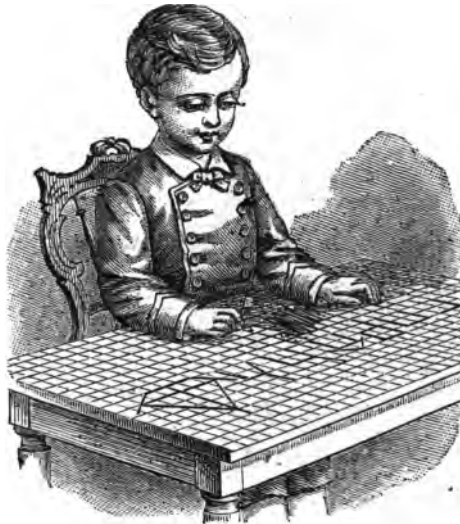
of gifts includes four, (7th to 10th), and concerns surfaces; it culminates in drawing. The seventh gives the tri-

EIGHTH GIFT.



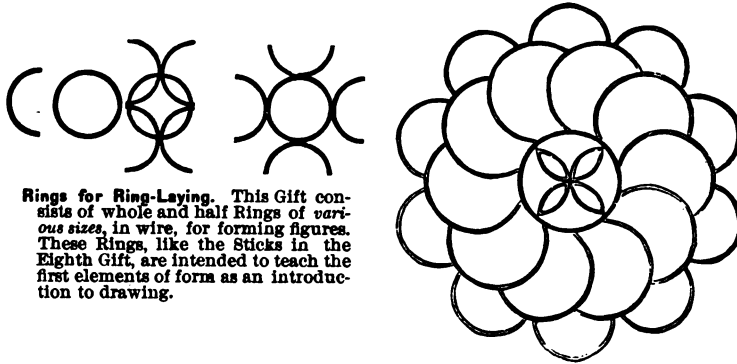
Sticks for Stick-Laying. This Gift consists of thin wooden Sticks, about 13 inches long, to be cut into various lengths by the teacher or pupil, as occasion may require. These Sticks, like most of the previous Gifts, are designed to teach numerical proportions. The Multiplication Table is *practically* taught by means of this Gift. Reading, according to the *Phonetic* method, is taught by imitating with these Sticks the letters of the Alphabet. In the same the Roman and Arabic numerals are taught previous to instruction in writing.

No. 1. Stick-Laying.



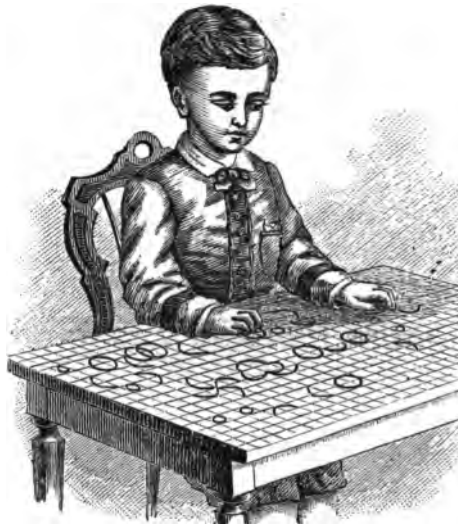
angles, which form in Geometry the basis of all analysis of form. The eighth gift furnishes means of representing

NINTH GIFT.



Rings for Ring-Laying. This Gift consists of whole and half Rings of various sizes, in wire, for forming figures. These Rings, like the Sticks in the Eighth Gift, are intended to teach the first elements of form as an introduction to drawing.

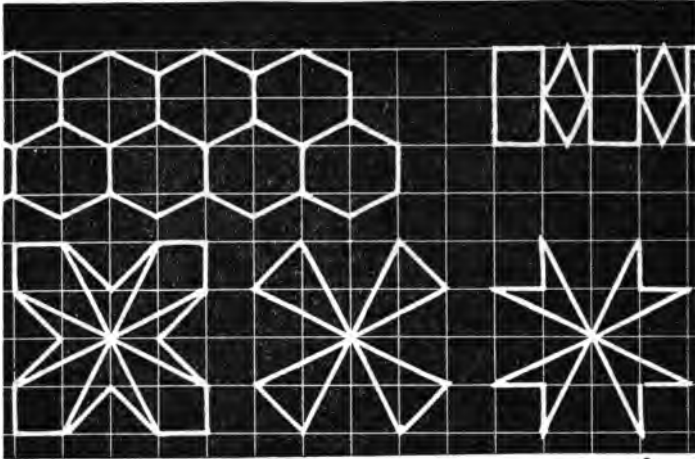
No. 8. Ring-Laying.



10 Rings and 20 Half Rings each, of 2 inches, $1\frac{1}{4}$ inch, and $\frac{3}{4}$ inch diameter.

straight lines and rectilinear surfaces; the eighth of arcs of circles. Then follows the tenth—drawing on a ruled slate.

TENTH GIFT.



Drawing-Slates and Paper. The material used is, first, *Slates* ruled in squares, next, *Paper* ruled in squares. This method of beginning drawing is the most systematic and perfect ever invented for young children. It is interesting to note how rapidly, by it, even the youngest pupils advance.

No. 2. Drawing.



One Slate, $6\frac{1}{2}$ by $8\frac{1}{2}$ inches, grooved in squares ($\frac{1}{4}$ inch wide) on one side, with narrow frame, rounded corners.

The transition from the solid to the surface and its ideal representation by means of marks is thus gradual and complete.

ELEVENTH GIFT.



Perforating-Paper. A Package of 50 sheets of paper, 11 by 8½ inches, ruled in squares on one side only.



Perforating-Needles with short handles.



Perforating-Needles with long handles.



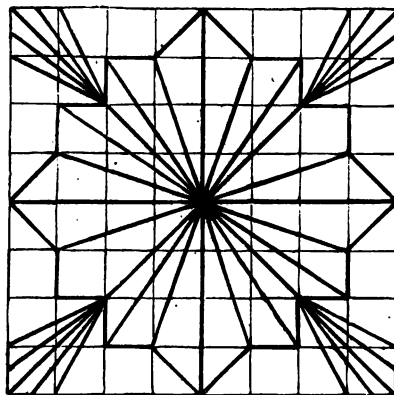
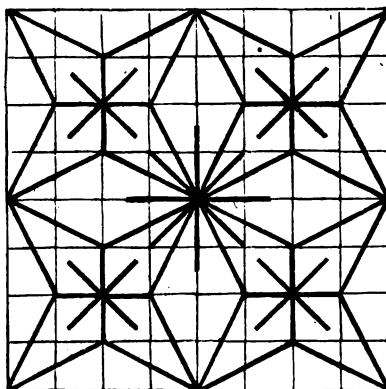
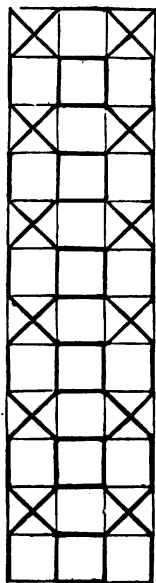
No. 3. Perforating. (Pricking.)



The third group of gifts includes the eleventh and twelfth. The eleventh, or the perforation of paper, is introductory to

TWELFTH GIFT.

Embroidering Material. The perforating material is also used in this Gift; after the pattern is perforated, it is embroidered with colored silk or worsted on cardboard. Blotting Pad, package of 25.



embroidery, which is given in the twelfth. This group continues the general purpose of the second group, to-wit: the representation of figures by lines.

No. 5. Embroidering.



Worsted, 12 different colors, and 3 Worsted-Needles, 1 Perforating-Needle, 10 pieces of Bristol Board, ruled on one side, 1 piece of Blotting Paper, 10 leaves of white paper, 136 Designs on 12 plates, and instructions.

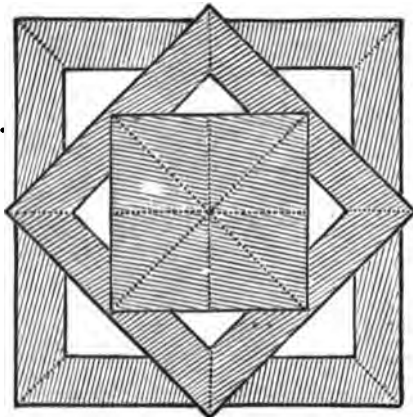
THIRTEENTH GIFT.



Paper for Cutting. Squares of Paper are folded, cut according to certain rules, and formed into figures. The child's inclination for using the scissors is here so ingeniously turned to account as to produce very gratifying results.

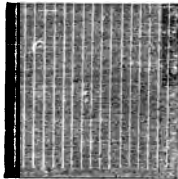
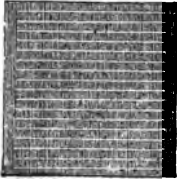
Package of 80 sheets, 9 inches square, stout, ultramarine paper, for mounting the cut figures.

Package of 80 sheets of Manilla paper, 9 inches square



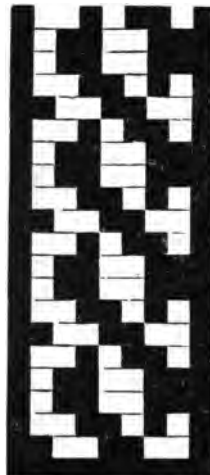
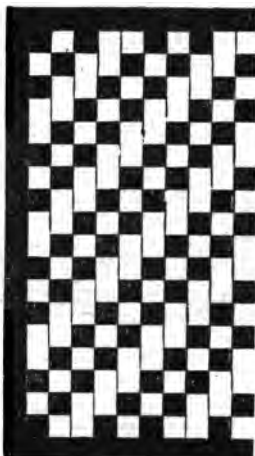
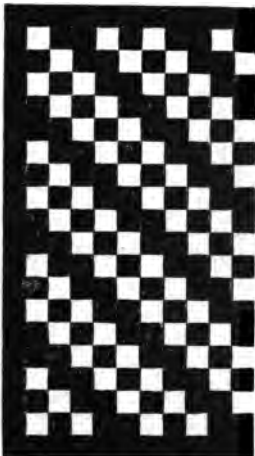
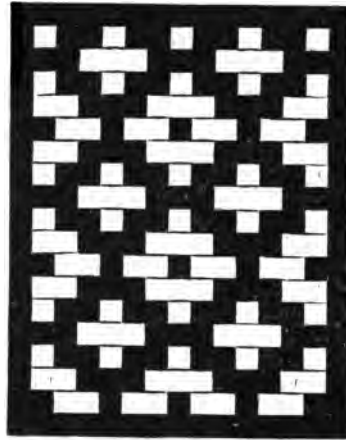
The fourth group gives the important art of weaving or plaiting. The thirteenth teaches how to cut the paper; the

FOURTEENTH GIFT.

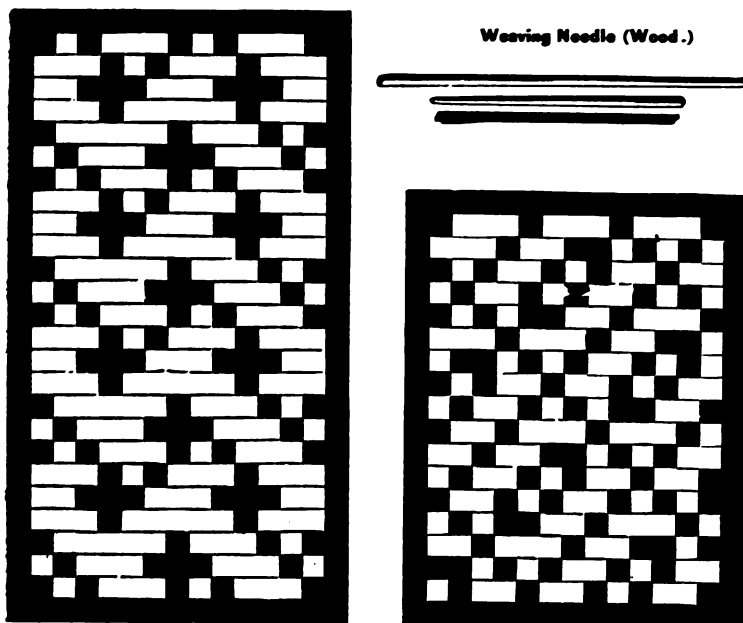


Weaving Paper. Strips of colored paper are, by means of a steel, or wooden needle of peculiar construction, woven into a differently colored sheet of paper, which is cut into strips throughout its entire surface, except a margin at each end to keep the strips in their places. A very great variety of designs is thus produced, and the inventive powers of teacher and pupil are constantly stimulated.

Mats about 7 inches square with slits and corresponding strips for Weaving, slits $\frac{5}{8}$ inch wide.



fourteenth how to weave paper mats and baskets; the fifteenth uses thin slats of wood for plaiting, and the six-



No. 4. Weaving.

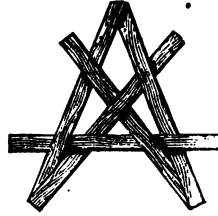


teenth uses the same jointed, with the view of reproducing shapes. The seventeenth and eighteenth gifts use paper for

FIFTEENTH GIFT.



Plaiting Material. Fifty Slats (a set), 10 inches long, for interlacing, to form geometrical and fancy figures.



No. 7. Plaiting (Interlacing Slats.)



SIXTEENTH GIFT.

Jointed Slats. A Set of Jointed Slats with 3, 6, 8 and 16 links, Four jointed pieces a set.



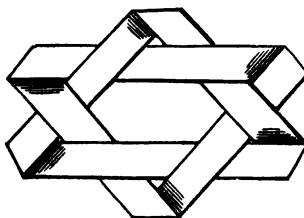
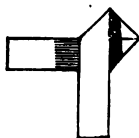
folding and intertwining, and thus complete the occupations which have for their object the construction of surfaces from lines or strips, and the construction of vessels of capacity from surfaces. The importance of the discovery of the art of weaving and plaiting by man, and its wonderful ingenuity are rarely reflected upon because its results are so familiar to us. By it the linear is converted into the surface, and what is fragile is made strong by combination into the form of mutual support. The maximum of lightness reaches the maximum of strength in the art of weaving and plaiting.

The fifth group returns to the construction of the solid; the nineteenth with sticks and peas representing the section and outline; the twentieth moulding the actual solid out of clay.

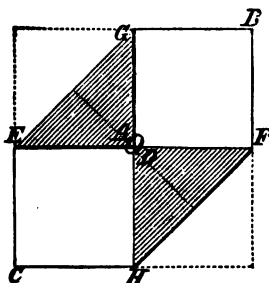
 SEVENTEENTH GIFT



Paper for Intertwining. Paper Strips of various colors, eight or ten inches long, folded lengthwise, are used to represent a variety of geometrical as well as fancy forms, by plaiting them according to certain rules.



EIGHTEENTH GIFT.



Paper for Folding. The material for Paper-Folding consists of square, rectangular and triangular pieces, with which variously shaped objects are formed. The variety is endless and prepares the pupil for many useful similar manual performances in practical life.

Educational Results.

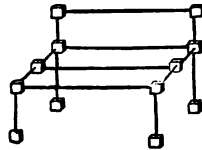
In the common school, industrial drawing is the only branch which is intended specially to cultivate the hand and the eye. The kindergarten, it is seen, does this by all of its appliances.

The practical advantage of possessing a skillful hand is not easily to be overestimated. That the great majority of all

No. 6. Cork (or Peas) Work.



NINETEENTH GIFT.



Peas Work. Peas are soaked in water for six or eight hours, and pieces of wire, of various lengths, pointed at the ends, are stuck into them for the purpose of imitating real objects and the various geometrical figures. Skeletons are thus produced, which develop the eye for perspective drawing most successfully. Sticks belonging to the Eighth Gift are also used for this purpose.

TWENTILETH GIFT.

Modelling. Bees' wax, Clay, Putty or other material, worked with a small wooden knife, on a light smooth board, is used for the purpose.

men must live by the labor of the hand and that all are liable to the necessity of this, is obvious. Moreover, the gradual emancipation that is coming to free man from drudgery by the aid of machinery is coming by means of the inventions of the skillful laborer. A year of training in the use of the hand and eye when the child is young, and before the muscles are hardened, is enough to insure a future development of skill, though special educational effort is discontinued.

The kindergarten educates the child in the recognition of form and in the practical ability to construct it by various materials. The basis of geometry is taught at one and the same time with arithmetic.

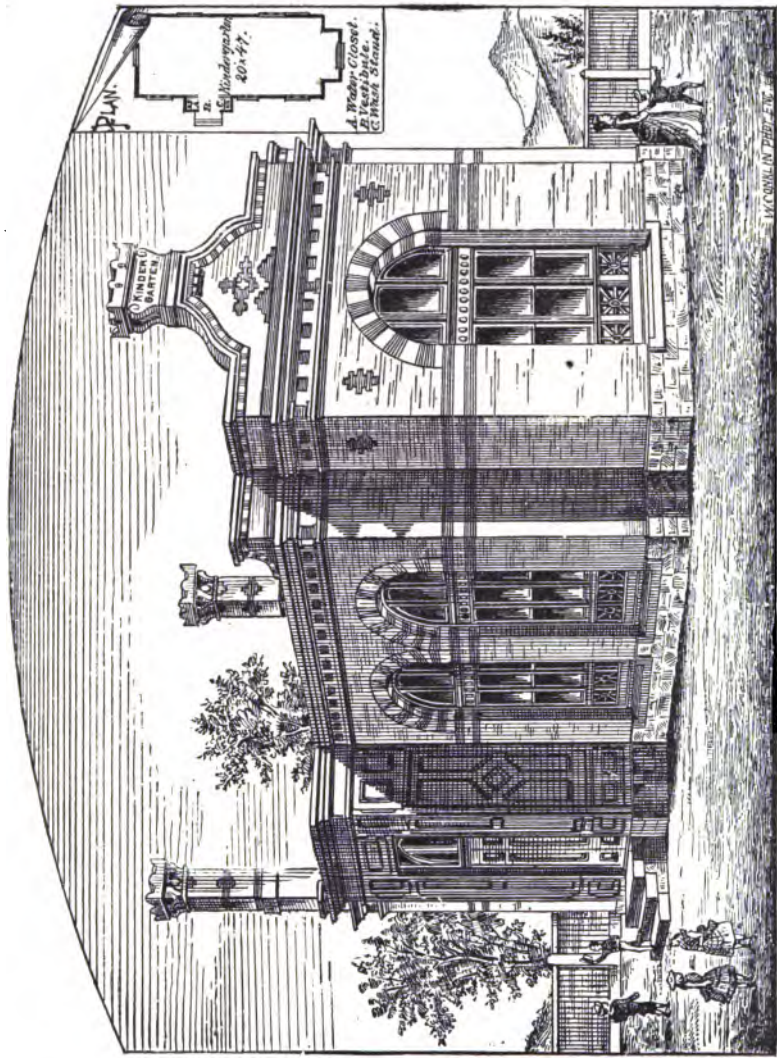
The instruction in manners in a good kindergarten is at least of equal importance with that in mechanical skill or mathematical analysis, (a) eating and drinking in a proper manner; (b) cleanliness of person; (c) etiquette and the amenities of polite life; (d) neatness in the arrangement of articles on a table or of the furniture in a room—these and similar things form a part of the kindergarten daily work.

The cultivation of imagination on the side of the invention of forms and ideals, the cultivation of the power of expression and accurate statement by means of technical language is also secured.

In the aspect of the elevation of the laborer, it may be remarked that his education into artistic skill is the most potent means of emancipation. The laborer who works at producing the raw material, compared respectively with the laborer who manufactures that material into forms of use, and with the laborer who manufactures it into forms of beauty, is in the relation of the root to the square and the cube as regards wealth-producing power.

Kindergarten Preparation.

I have collected information in regard to the success of kindergarten children after they reach the primary school. Making allowance for exceptionally brilliant children, it is



DIVOLL KINDERGARTEN.

found that the children who come from the kindergarten excel the others in ability of self-help and in maturity and quickness of sense-perception and in their grasp of thought. As to the relative progress they make in their studies, the following statistics show perhaps the average result:

In one room 38 per cent. of the pupils had come from the kindergarten and 62 per cent. had received no kindergarten training; the average age of the former was 7 years; of the latter $6\frac{1}{2}$ years.

From the kindergarten	11 per cent.	had finished	2	quarters' work.
" " "	16 "	" " "	$1\frac{1}{2}$	" "
" " "	11 "	" " "	1	" "
Of the others,	7 "	" " "	2	" "
" " "	9 "	" " "	$1\frac{1}{2}$	" "
" " "	16 "	" " "	1	" "
" " "	30 "	" " "	$\frac{3}{4}$	" "
<hr/>				
Of all,	100 per cent.	averaged	$1\frac{1}{4}$	" "

Those who had been in the kindergarten averaged $1\frac{1}{2}$ quarters' work, and those who had not been there averaged one quarter's work. Those who had been in the kindergarten averaged a half year older than the others. Their average work was fifty per cent. more, as measured by the standard of promotion and for the limited time on which the estimate is based.

Here is the result of the work of a room in another school:

	Average time attended school.	Average work accomplished.	Average age.	Attended kindergarten.
5 pupils.....	12 weeks.	16 weeks.	7 years	3 years.
4 " "	16 "	20 "	7 "	2 "
4 " "	6 " "	15 "	7 "	1 "
8 " "	23 "	23 "	7 "	6 mos.
21 " "	16 "	19 "	7 "	$1\frac{1}{2}$ years
28 " "	17 "	18 "	7 "	0

The 21 pupils had attended the kindergarten an average of $1\frac{1}{2}$ years and performed the work laid down for 19 weeks in 16 weeks' time. The 28 pupils who had not attended the kindergarten performed the work laid down for 18 weeks in

17 weeks' time. The advantage is about 14 per cent. or $\frac{1}{4}$ in favor of the kindergarten children of the same age. But in matters of skill, taste, neatness and many other things, this measure is no test whatever. Of the 28 who had not been in the kindergarten, 12 were marked by the teacher as noticeably brilliant in their studies. Of the 21 who had been in the kindergarten 10 were thus marked.

The Kindergarten "Americanized."

Doubtless every good thing that a people enjoys, has come to it through assimilation if not by pure origination. It is therefore quite natural that teachers in this country should examine any newly imported pedagogical idea narrowly; should endeavor to sift out of it its foreign elements, and assimilate that portion of it which contains nutrition. Each nation has some peculiarity or idiosyncrasy that distinguishes its products from the products of other nations. Its surroundings, its history, its function in civilization necessitate this. In some provinces, it is true, these narrow limitations are eliminated to a greater or less extent. The realm of genius wherein its exceptional personages have ascended above their natural individuality and stood in the pure light of reason or breathed the rare atmosphere of universal spiritual humanity, includes the provinces of poetry, science and religion. The national products in these directions must have and do have what is common to all men. What is local and special has been carefully removed or at least modified; it remains rather as a residuum, an unused material rather than a finished product, and we are left with the impression that genius will succeed in clarifying the flame or in consuming the residuum so that art, religion, and philosophy shall adequately treat the purely spiritual, and furnish works for all time and for all degrees of civilization. The Psalms of David, the philosophy of Aristotle, the poetry of Homer and Sophocles or of Dante and Shakespeare contain this uni-

versal element. More or less of national idiosyncrasy adheres to them, but not so as to obscure them—it furnishes the necessary pedestal, the theatre for spectators, or the technical apparatus of investigation.

While the genius of a people strives in these provinces to free itself from hard limits and achieve for itself the freedom which is the ideal of the Race, the practical endeavor of every-day life of the people strives in the same direction, but not with such adequate results. The problem of the Statesman to adjust the relations of his nation to other nations so as to secure mutual advantages, and to secure freedom to the people, has obviously to deal with local and peculiar circumstances; territorial limitations, the social condition of the people, their means of subsistence, historical memories, etc. The obstacles to free, generic, manifestation of humanity increase geometrically as we descend from the State to civil society and from the latter to the institution of the family.

It is very difficult for a citizen of one country to form any adequate idea of the true political value of an issue raised in another country. Likely enough what seems to him the cause of progress and enlightenment—measured by his own standard—is in reality a deadly attack on the most rational phase possible in the institutions of that foreign State. It is still more difficult to judge correctly of the merits of social customs and usages. The English system of caste, although so radically different and so vastly preferable to the caste systems of India or of ancient Egypt, is something so alien to our national and social spirit, that it requires long culture for an American to see not only its admirable features but its necessity to the British Islander in his present and historic political status.

Since education occupies the place of mediation in all these activities it is subject to their limitations. It initiates the new being into the use and wont of civilized life, but especially into the use and wont of his particular nation, social condition and community. Education does this in the form of nurture. It does more than this in the school although it con-

tinues the discipline of nurture. It looks over the boundaries of its narrow province and learns to see and interpret humanity first as it lies near to it within its own nation, till it rises to a recognition of the common aims and aspirations of the nation. Then it looks beyond national boundaries and becomes cosmopolitan in its interest. It ascends from the practical and most elementary phases of science to the cognition of the pure forms which express adequately rational human nature, the soul or mind itself.

Education is emancipation, but in a two-fold aspect: on the one hand it emancipates the newly born individual from his naturalness, his mere animality, his subordination to appetite and passion and to merely external laws; this it does by subordinating him to the use and wont of human laws and customs,—by civilizing him; on the other hand it emancipates him spiritually by giving him insight—scientific, æsthetic and religious. The former is a negative emancipation, the latter is a positive one. The former breaks up the reign of mere brute impulse and subordinates to custom or conventionality, but does not enlighten. The latter enlightens and thus, without destroying the use and wont or conventionalities of society emancipates the individual from them by giving him insight into their origin and function and thus into their necessity. The enlightened individual conforms to the conventional usages of society—the network of moral, social, political and religious observances—because he sees their necessity to the realization of spiritual life, and not from mere habit or blind custom.

But highly as we may prize the second or enlightening phase of education, the first phase is of the utmost importance as the basis and indispensable preparation for all education. It is the phase however which manifests the limitations of nation, social condition and locality in the most peculiar forms. The organization and discipline of schools, to a large extent even the methods of instruction and to a less extent the course of study, is exposed to this influence. Hence we find in one state a system of organization and dis-

cipline of methods of instruction and course of study, that is adapted to prepare the pupil best for the wants of the State and civil society as it exists there, but not adapted for similar needs of another State.

This is the reason why we find so much difficulty in assimilating methods of instruction that have originated in another country. They had so many presuppositions in the land where they grew, which are not to be found here, that their history here is a perpetual discovery of incompatibility and needed transformation. This too is the reason why we meet with such stubborn resistance to our efforts in modifying our own deeply-rooted methods. We drive out a condemned practice at the door and lo! it comes in at the window! Bad habits of instruction incident to our national methods, are eradicated after long and persistent effort; but we look again and see that, it is all a correlation of erratic forces—the energy reappears in another error and by degrees assumes its old form as the line of least resistance changes.

While it is probable that the kindergarten may require modifications to adapt it to American educational needs, it is not at all certain wherein or how much, until its aims and methods have been studied, and practical experiments have been instituted. It may be that only slight changes are required to adapt it to our system—changes relating to arrangement of furniture, length of session, age of admission, number of pupils to a teacher, etc. It may be that modifications of the inner nature of the system—its psychological idea—may be required to adapt it to American wants. Experiment will doubtless evolve one after the other practical and theoretical problems and discover the best solutions.

It is conceded that education includes very much more than the province of the school. The stage of nurture is antecedent and the stage of initiation into the chosen vocation of life, is subsequent to the school; the spiritual culture of the church is separable from each of these spheres but contemporaneous with all. The stage of nurture includes first, the physical care of the child and the training of body; next

the formation of habits in harmony with the customs and usages of civilized life. His eating and drinking and other personal habits must be those of humanity and not those of natural impulse—those of the animals. From the first the child begins to use his senses as instruments for obtaining knowledge. His growing power is watched anxiously by the family and his efforts are stimulated and encouraged. He acquires in this way a most important stock of theoretical ideas as well as command of the use of his senses and of language, the most important of all instruments, before he comes under the influence of the school.

The kindergarten proposes to invade this realm of nurture; to systematize it, from the cradle onward to the school. The mother shall substitute conscious, rational action for whim and caprice in the management of her child, and shall watch over the orderly development of the faculties of her child as a scientific gardener watches over the development of plants in his garden. Froebel proposed to have this realm of nurture transformed into systematic culture embracing all provinces—physical, mental and moral. He proposed to do this in such a way as to preserve all the sweetness of childhood and to stimulate and encourage its spontaneity.

Here was the great point in Froebel's success. He overcame seeming impossibilities by adopting a method which could be put in practice without injury to the spontaneity of childhood, while it really disciplined the child's will into rational forms. This delicate point is at once the greatest merit of Froebel and the ground of the greatest danger for those who attempt to carry it out in practice. It is still more dangerous for those who attempt to modify Froebel and naturalize it in other countries. Lacking a full insight into the problem, and consequently misunderstanding Froebel's intentions in the order and make-up of his gifts, it frequently happens that modifications are proposed which utterly lack the delicate adjustment of Froebel. If carried out, they would permanently injure the development of individuality in the child and produce a stunted character. Froebel himself

goes almost to the edge in this matter: it is easy to go over the edge.

Momentous questions must be settled in psychology before one can fully appreciate how wisely Froebel has planned, or how dangerous it is for his followers to depart from his footsteps without a full insight into the subject. There are deeper grounds than merely national ones—important though the latter may be. There is human nature in general and the law of its unfolding—common to all civilized nations. What is common to civilized nations, however, is not shared by half-civilized nations; for they interfere with the development of individuality at a far earlier stage than civilized nations do and purposely dwarf its growth. Civilized nations differ as to the limits imposed, but all peoples who have set a constitutional limit to the caprice of their chief executive, allow individuality to develop to that degree that it discriminates its rational from its arbitrary phase.

Should caprice be tolerated in any phase of the development of childhood? Ought it not to be annihilated as soon as it appears? Is it wise to rationalize the activity of childhood as soon as it begins? Is there not a danger in any systematic training of the child that his will-power may become weakened by subordinating it to prescribed rules before it gets developed sufficiently? Moreover, that question of too much stimulus at an early age is a serious one. We all know that the children brought up in the city are over-excited from infancy by the multitude of objects continually presented to their senses. Objects in the city press upon the attention and stimulate it. In the country it is far otherwise. The difference between city-developed individuality and that of the country is very great as to depth and toughness. The alertness of the city intellect is purchased at a sacrifice of other qualities which are essential to fully developed character.

Questions like these deserve further consideration.

O'FALLON POLYTECHNIC INSTITUTE

AND

EVENING SCHOOLS.

The enrollment in the Evening Schools the past Winter shows a slight decrease from that of the previous Winter.

Ages of Pupils.

The following table shows the summary of statistics in regard to ages:

Number enrolled who were—

12 years old.....	503
13 " "	595
14 " "	884
15 " "	827
16 " "	657
17 " "	436
18 " "	362
19 " "	211
20 " "	155
21 " "	107
22 " "	76
23 " "	68
24 " " and over.....	412
Total.....	5273
Average age.....	16

Occupation of Pupils.

MALES.

Apprentices	74	Hucksters	30
Bakers	31	Ironworkers	58
Barbers	12	Jewelers	21
Barkeepers	26	Laborers	556
Basketmakers	7	Machinists	86
Blacksmiths	54	Manufacturers	121
Bookbinders	18	Masons	32
Boxmakers	22	Mechanics	153
Bricklayers	43	Millers	26
Brushmakers	5	Moulders	42
Butchers	40	News Carriers	24
Cabinetmakers	31	Office Boys	96
Candymakers	21	Painters	123
Carpenters	145	Photographers	6
Carriagemakers	30	Plasterers	21
Cashboys	86	Plumbers	58
Cigarmakers	126	Porters	32
Clerks	296	Printers	130
Coppersmiths	26	Saddlers	21
Dentists	6	Shoemakers	48
Druggists	12	Store Boys	60
Engineers	11	Tailors	43
Engravers	13	Teamsters	186
Errand Boys	164	Tinners	61
Factory Boys	285	Tobacconists	91
Finishers	11	Trunkmakers	8
Foundrymen	39	Waiters	9
Gasfitters	12	Whiteners	25
German Day Scholars	55	Miscellaneous	523
Glassworkers	50		
Grocers	16		
Harnessmakers	14	Total	4630

FEMALES.

Dressmakers	20	Saleswomen	8
House Girls	235	Seamstresses	38
Laundresses	139	Miscellaneous	175
Milliners	10		
Nurses	18	Total	643

Total Males	4630
“ Females	643
Grand Total	5273

Birth-place of Pupils.

Birth-places.	Institute	Benton	Blow	Carondelet	Carr Lane.	Carroll	Clay	Everett	Adult	Hubbards	Peterson	Lacoste	Lafayette	Lyon	Madison	O'Fallon	Pope	Shepard	Welder	Number	No. 2	No. 3	No. 4	No. 5	No. 6	Total
St. Louis	120	170	44	103	233	161	187	103	35	20	100	86	183	52	203	140	10	07	03	20	20	0	14	7	4	206
Missouri (outside St. Louis)	9	7	1	27	14	12	11	10	3	20	6	1	4	3	10	8	8	1	1	17	34	30	72	40	35	417
New England States	4	4	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	32	
Middle States	10	18	0	17	18	8	19	10	3	1	1	1	1	1	7	1	1	1	1	1	1	1	1	1	124	
Southern States	10	19	0	15	0	4	9	10	3	1	1	1	1	1	10	8	1	1	1	1	1	1	1	1	100	
Tennessee and Arkansas	1	5	0	0	0	0	1	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	
Kentucky	1	5	0	0	0	0	1	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	
Ohio	1	5	0	0	0	0	1	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	
Michigan and Indiana	3	3	0	4	1	3	3	4	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	
Illinois	12	10	0	23	4	10	11	32	10	0	13	1	1	8	21	16	10	1	1	1	1	1	1	1	38	
Wisconsin and Minnesota	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	41	
Iowa	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	41	
Other Western States and Ter.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	41	
British America	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	41	
Great Britain	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	41	
Ireland	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	41	
German States	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	41	
Other European States	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	41	
Unknown	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	41	
Total	272	330	94	220	365	233	279	140	82	206	308	140	279	110	300	270	124	104	400	90	90	143	10	7	76378	

Attendance of Pupils.

ATTENDANCE.		Institute.	Benton.	Blow.	Carondelet.	Carr Lane.	Carroll.	Clay.	Everett.	Adult.	Humboldt.	Jefferson.	Laclede.	Lafayette.	Lyon.	Madison.	O'Fallon.	Pope.	Shepard.	Webster.	Sumner.	No. 2.	No. 4.	No. 5.	No. 6.	Total.
Attended	80 nights.....	27																								27
"	72-80 nights.....	49																								49
"	64-72 ".....	19																								19
"	64 ".....	2	14	8	3	5	4	5	29	3	11	12	2	13	3	15	10	3	5	24			1			176
"	60-64 ".....	7	47	3	18	25	35	48	38	9	45	68	3	35	3	60	20	9	12	77	2	1	16			581
"	50-60 ".....	18	30	11	12	36	24	23	19	6	19	35	7	21	8	39	31	17	14	34	7	11	13	2	2	439
"	40-50 ".....	21	31	7	24	83	24	32	28		27	43	7	19	7	27	40	13	16	44	8	10	16	15	10	551
"	30-40 ".....	15	51	7	33	35	30	37	29	9	31	26	9	15	9	47	28	10	12	45	8	14	12	21	3	540
"	20-30 ".....	13	46	10	32	65	36	33	36	13	34	27	23	40	17	56	18	21	11	67	14	23	23	15	9	682
"	10-20 ".....	27	51	15	32	53	42	46	80	12	66	49	23	54	20	46	74	36	19	73	17	17	27	19	16	914
"	less than 10 nights.....	34	60	33	66	63	58	55	87	30	62	95	75	82	43	70	55	45	35	119	34	19	34	7	34	1296
Total No. of pupils.....		232	33	94	220	365	253	279	346	82	299	355	149	279	110	360	276	154	124	483	90	96	143	79	75	5273
Average number enrolled.....		217	298	83	136	342	243	279	298	48	291	340	125	263	59	327	256	148	117	331	77	81	130	72	75	4636
" " belonging.....		153	194	44	106	172	133	156	174	39	192	185	48	142	45	220	149	82	66	278	38	51	77	45	28	2817
Per cent. of attendance.....		139	165	37	88	139	115	133	146	35	142	163	39	126	36	185	129	66	56	239	30	40	68	30	22	2368
Av. No. of pupils to each teacher.....		90	85	84	83	81	86	85	84	89	74	88	81	89	80	82	84	80	83	86	80	78	88	67	78	84
Average No. of teachers.....		22	25	22	21	29	26	26	29	20	27	26	16	20	15	30	21	21	26	25	20	25	25	22	14	24
		7	8	2	5	6	5	6	6	2	7	7	3	7	3	7	7	4	3	11	2	2	3	2	2	117

The number enrolled is 478 less than the year before.

Expenses in Detail.

EVENING SCHOOLS.	Teachers' Salaries.	Supplies.	Janitors' Salaries.	Grand Total.
Institute.....	\$1,840 75	\$11 28	\$56 00	\$1,908 03
Benton.....	1,128 45	10 78	64 00	1,203 23
Blow.....	330 00	12 28	20 00	362 28
Carondelet.....	674 40	5 73	32 00	712 13
Carr Lane.....	915 00	8 11	48 00	971 11
Carroll.....	784 50	28 90	32 00	845 40
Clay.....	847 95	15 66	40 00	903 61
Everett.....	944 90	12 38	56 00	1,013 28
Adult.....	352 50	19 33		371 83
Humboldt.....	992 15	4 65	40 00	1,036 80
Jefferson.....	971 00	5 37	48 00	1,024 37
Laclede.....	486 65	7 47	20 00	514 12
Lafayette.....	934 05	6 36	56 00	996 41
Lyon.....	448 00	10 09	20 00	478 09
Madison.....	1,154 80	10 81	64 00	1,229 61
O'Fallon.....	923 20	26 31	40 00	989 51
Pope.....	623 10	5 54	32 00	660 64
Shepard.....	411 80	11 41	20 00	443 21
Webster.....	1,500 15	31 74	84 00	1,615 89
Summer.....	368 65	18 33	20 00	406 98
No. 2.....	330 00	2 93	20 00	352 93
No. 4.....	445 95	3 30	20 00	469 25
No. 5.....	330 00	10 75	20 00	360 75
No. 6.....	297 50	2 52	20 00	320 02
Total.....	\$18,035 45	\$282 03	\$872 00	\$19,189 48

Comparative Statistics.

YEARS.	Number of Schools.	Number of Teachers.	No. of Pupils Enrolled.			Av. Number Belonging.	Av. Number Attending.	Per cent. of Attendance.	Av. Number Belonging to each Teacher.	Entire Cost of Evening Schools.	Av. Cost per Pupil.	Average Age.
			Boys.	Girls.	Total.							
1859-60.....	5	14	777	84	861	598	460	85	39	\$2,041 00	3 80	18
1860-61.....	5	17	1027	122	1149	618	556	89	36	2,621 00	4 24	18
1862-63.....	4	12	726	106	832	416	346	83	35	1,624 00	3 90	17
1863-64.....	5	18	869	152	1021	514	431	79	28	2,220 00	3 57	16
1864-65.....	6	23	1177	294	1471	781	683	86	34	3,610 00	4 62	18
1865-66.....	8	32	1872	300	2172	861	751	86	25	5,450 00	6 56	15%
1866-67.....	8	30	1364	189	1553	887	778	87	28	5,500 00	6 20	16
1867-68.....	12	43	1936	198	2134	1191	1075	90	28	7,621 00	6 40	17
1868-69.....	12	46	2324	204	2528	1402	1259	80	30	8,713 25	6 21	17
1869-70.....	11	42	2253	211	2464	1247	1081	87	30	8,450 96	6 77	16
1870-71.....	16	63	2908	707	3615	2055	1778	86	33	11,696 95	5 69	17
1871-72.....	17	80	3425	712	4137	2290	1996	87	29	15,718 30	6 86	16
1872-73.....	17	81	3417	554	3971	2016	1711	85	25	14,413 90	7 15	16
1873-74.....	22	110	4867	710	5577	3126	2662	85	28	17,983 05	5 75	16
1874-75.....	21	115	4999	752	5751	3070	2644	86	27	19,841 07	6 46	16
1875-76.....	24	117	4623	650	5273	2817	2368	84	24	19,189 48	6 81	16

GERMAN-ENGLISH INSTRUCTION.

The accompanying report of the Assistant-Superintendent of the German department, exhibits in detail the workings of the course of study in German and the additional evidence of the success of his plan of "Joint classes."

WM. T. HARRIS, *Superintendent*:

SIR—In accordance with your request, I hereby submit to you the annual report of the department placed under my special supervision.

TABLE I.

Showing Increase in Number of Pupils, Classes and Teachers in the German Department.

[illegible]

A glance at the above tables will show that, whilst the number of pupils studying German has increased this year nearly one thousand, only two full-day and one half-day German teachers have been added to our corps of instructors. Even that slight augmentation in the number of the latter was made necessary by the addition of new rooms to several of the schools. This economical feature in the growth of the German department, deserves to be particularly noticed, as it is not a mere ephemeral phenomenon due to a chance combination of favorable circumstances of the past year, but is a legitimate consequence of the introduction of our present system of instructing the Germans and Anglo-Americans belonging to the same grades, in so-called *joint* or *mixed* classes. By this means the heretofore existing *separate* classes for each of these elements have been gradually consolidated, as the pupils, who began the study of German five years ago, have advanced together into higher grades. The satisfactory manner in which they progressed through the first three grades induced us last year to carry this system of *joint* classes into both the Fourth and Fifth grades, and since then it has been extended also through the Sixth and Seventh. Thus at the beginning of the next scholastic year no more *separate* German classes for Anglo-Americans will be found in our District Schools. By this process of consolidation the average number of pupils in these classes has been increased, whilst the relative total number of German classes has been diminished, and the relative cost of instruction reduced in the same proportion. Another important advantage gained by the adoption of this system of *joint* classes is, the reduction to a minimum, of the unavoidable interference of German lessons with the programmes of the English studies. Welcome as these facts must be to the wisest friends of the German department, it may yet properly be asked: "Have not these advantages been secured perhaps, at the expense of the pupils' progress in this branch of instruction?" This very pertinent question, we sincerely believe, can now safely be answered in the negative.

That the Anglo-Americans will certainly learn more German when thus reciting in classes, in which they hear this language constantly spoken, not only by the teacher, but also by their German classmates, is obvious enough. That on the other hand, the German-Americans are not retarded in their progress by the presence of the Anglo-Americans is satisfactorily proved by the average results obtained by the pupils of the *joint* classes, as compared with those obtained in *purely German* classes: About thirty per cent. of the German examination papers for the "Centennial Exhibit of the Public Schools of St. Louis" were written by pupils belonging to *joint* classes, (nearly one-half of them Anglo-Americans). At the last semi-annual examination, held in February 1877, the proportion of the German papers written by members of such *mixed* classes was still greater, and the *average* degree of proficiency in German Penmanship, Orthography, Grammar, and Composition, as indicated by these papers was very nearly the same for all the classes in corresponding grades. Such results seem to prove conclusively that, at least the German pupils of the *joint* classes are fully keeping pace in their progress with those classes composed almost exclusively of Germans. This fact acquires a still greater significance, when it is considered that the "Course of Study in German" is *now* the same for all the schools; that the same German text-books are used in all of them, and that German is the medium of instruction in all these classes.

In order to prove then the correctness of our answer given to the above mentioned question, there remains but to be shown, that our present course of study in German is substantially the same as was followed by the purely German classes at the time when the Anglo-Americans were yet instructed in *separate* classes.

A comparison of the following two tables will demonstrate that all our German classes in the upper grades are doing to-day the work demanded formerly of *purely* German classes only.

Table III.—*Tabular View of the Course of Study in German, for the Scholastic Year 1872 to 1873.*

GERMAN- AND ANGLO-AMERICAN CLASSES.					
EIGHTH GRADE.		SEVENTH GRADE.		SIXTH GRADE.	
OBJECT-TEACHING. Real objects, and Strubing's pictures for demonstration. Neither books nor slates are used.	PHONETIC ANALYSIS, and LEARNING TO WRITE AND READ GERMAN SCRIPT. Slates are used, but no books.	LEARNING TO READ GERMAN PRINT from Reading-Charts and Loken's Primer. Slates and books are used.			
ANGLO-AMERICAN CLASSES.					
	FIFTH GRADE.	FOURTH GRADE.	THIRD GRADE.	SECOND GRADE.	FIRST GRADE.
READING, TRANSLATION and GRAMMAR.	Ahn's Rudiments, Exercises 1 to 92 incl., and all the stories.	Ahn's First Course, Exercises 1 to 126, and all the stories.	Wrage's Prac. Grammar Lessons I to XX incl. Vocab. and paradm's.	Wrage's Prac. Grammar Lessons XXI to XL, inc. Vocab. and paradm's.	Wrage's Prac. Grammar Lessons XL to LX, inc. Vocab. and paradm's.
Writing	Dictating and copying from the German translation- and reading exercises.				
Colloquial Exercises	On real objects, Strubing's pictures and on subject matter of translation- and reading exercises.				
Penmanship.	Witter's German Copy-books.				
GERMAN-AMERICAN CLASSES.					
	FIFTH GRADE.	FOURTH GRADE.	THIRD GRADE.	SECOND GRADE.	FIRST GRADE.
READING, (pieces selected by the teacher.	Second Reader, pages 3 to 80.	Second Reader, pages 80 to 180.	Third Reader, pages 9 to 142.	Third Reader, pages 143 to 254.	Third Reader, pages 254 to 385.
GRAMMAR.	Sprachschueler. Chapters I and II.	Sprachschueler. Chapters III and IV.	Sprachschueler. Chapters V, VI & VII.	Sprachschueler. Chaps. VIII, IX and X.	Sprachschueler, Chaps. XI, XII and appendix.
DICTATING & RECITING, or WRITING FROM MEMORY.	Pieces from Reader.	Pieces from Reader.	Pieces from Reader.	Pieces from Reader.	Pieces from Reader.
COMPOSITION.	Oral Exercises.	Short stories, and descriptions of familiar objects.	Narratives and descriptions of familiar processes of Labor.	Letters, first prepared in class, and answers to letters dictated for this purpose.	Correspondence between teacher and class, and also between members of same class.
Penmanship.	Witter's German copy-books,			or copying of composition exercises (Letters).	

Table IV.—*Tabular View of Course of Study in German for the Present Scholastic Year.*

JOINT CLASSES OF GERMAN AND ANGLO-AMERICANS.				
FIRST GRADE.		SECOND GRADE.		THIRD GRADE.
ORAL LANGUAGE LESSONS. Real objects and Struibling's picture-charts used for demonstration.		PHONIC ANALYSIS, WRITING AND READING OF GERMAN SCRIPT. Slates (indelibly ruled) but no books used.		LEARNING TO READ GERMAN PRINT from Lueken's Charts and Primer. Slates, primers and blank-books used. Colloquial Exercises.
STUDIES.	FOURTH GRADE.	FIFTH GRADE.	SIXTH GRADE.	SEVENTH GRADE.
READING, (pieces selected by the teacher).	Witter's Second Reader. pages 1 to 89.	Witter's Second Reader. pages 90 to 184.	Witter's Third Reader. pages 9 to 152.	Witter's Third Reader. pages 153 to 270.
GRAMMAR.	Lueken's Sprachschue- ler. Chapters 1 and 11	Lueken's Sprachschue- ler. Chap. III and IV.	Lueken's Sprachschue- ler. Chap. V, VI & VII	Lueken's Sprachschue- ler. Chaps. XI, XII XIII and review.
MEMORIZING, DECLAM- ING AND RE-WRITING FROM MEMORY.	Pieces from Reader.	Pieces from Reader.	Pieces from Reader.	Pieces from Reader.
COMPOSITION.	Short stories, fables, etc.	Short stories & descrip- tions of familiar objects and events.	Narratives and descrip- tion of familiar pro- cesses of labor.	Letters, first prepared in class; also answers to letters dictated for this purpose.
PENMANSHIP.	Witter's German Copy-books, Nos. 1 to 6.			Copying of composition exercises (Letters.)

It is of course not pretended that the Anglo-Americans will acquire the same average skill in reading, writing and speaking German, as can in general be attained by the children of German families. Yet it may confidently be expected that the more talented and diligent ones among the former will progress far enough to pursue with profit the study of German Grammar, Composition and Literature in the *joint* classes of the High school.

Upon a recommendation of the Assistant-Superintendent, heartily indorsed by you, two more years have lately been added to this course, so that now any pupil of the St. Louis Public Schools can take a well graded, continuous course of instruction in German, beginning with the lowest grade of the District School, and closing with the Senior year of the High School.

At the beginning of the present scholastic year "*Witter's New German Second Reader*" was adopted by the Board of Directors as text-book for the Fourth and Fifth grades. This work is well adapted to the wants of our *middle* classes, and is much superior to the book it displaced, in regard to the character as well as the arrangement of the pieces it contains, nearly all of which have been selected from standard German authors.

Results in German Instruction and Means by which these have been obtained.

Penmanship.

In the second grade or year the pupils studying German are taught to *write* on slates all the capital and small letters, in combinations of so-called *normal* or *model* words and sentences. In each of the following grades a special lesson of fifteen minutes is given daily in *writing* with pen and ink in Witter's Copy Books.

This instruction produces satisfactory results in proportion as a teacher possesses power to induce his pupils to write carefully, not only the exercises in the copy-books, but all

the various lessons to be written in school and at home, in blank books or on slates.

On a thorough inspection of all the writing-books the penmanship in most of our schools was found to be quite creditable to pupils and teachers.

A number of classes entering this year the German Primer wrote so well on slates, that permission was given them to begin their lessons in penmanship with copy book No. 4, containing words with capital initials. Whether this experiment will prove satisfactory enough to recommend its trial on a larger scale, time will decide.

Orthography.

No oral "spelling lessons" are given in German, but particular attention is paid to orthography in all written exercises. Every error in spelling and punctuation is to be marked, corrected and taken into account in calculating the average "*percent*" to be allowed for any given exercise.

A careful comparison of these *percents* obtained by the classes forming the present Fourth and Fifth grades, with the results obtained by classes belonging to the same grades a few years ago, seems to warrant the assertion, that orthography is improving in these middle grades, as they are filling up with pupils who have gone through the Schreiblese classes.

As two of the most efficient causes for this improvement must be mentioned: *First*, the faithfulness with which many of the German teachers are daily correcting the various written exercises of their numerous pupils; *Second*, the distribution of the work of the former *one year's* course of teaching *reading* and *writing* simultaneously, over two years: *writing*—chiefly phonetic words and sentences (*Laut-Schreiben*), in the Second grade, and *reading print*, combined with thorough drill in the use of silent letters and double consonants, in the Third grade.

Composition.

Regular exercises in composition are held every alternate week in all the classes above the Third grade.

That the results in this branch of German instruction fall short of what we are (more from habit than by right) disposed to expect of it, cannot be denied. Nor can it be gainsaid that the same complaints about want of success in this kind of exercises are heard here and elsewhere from even the best teachers of English as well as of German classes. Probably too much is generally demanded in this direction from pupils not yet familiar with the needed forms of written language. As far as this is the cause of failure, the proper remedy for it would seem to consist in an extended course of *copying, committing and rewriting from memory* judiciously selected models of style, followed by frequent exercises in transforming (*Umbilden*) of well adapted pieces from the "Readers." After such a course the pupils in the higher grades might attempt with some chance of success the writing of simple narratives and short descriptions of familiar objects, processes of labor and events, each one first prepared in class. Such *reproductions* are perhaps the only forms of composition that can fairly be demanded of Grammar school pupils, and attempts at *original* essays would probably best be left to the students of the High School.

Grammar.

For the purpose of avoiding the danger of having too much of the short time given to German devoted to grammatical exercises, if Grammar were to be evolved from, and taught entirely in connection with the *reading pieces*, an elementary treatise on German grammar is placed into the hands of the pupils and teachers. By this means instruction upon this subject is properly limited to the minimum necessary. This amount, contained in the hundred and twenty pages of "*Lueken's Sprachschueler*" is expected to be mastered in five

years, at the rate of one lesson per week. That even the Anglo-Americans are able to accomplish this task, has been fully attested by repeated oral and written examinations.

Speaking.

In the first year or grade, German is taught exclusively in the form of "*oral language lessons*" with the aid of Struening's Pictures. These exercises are now conducted in most of our schools in strict accordance with the printed schedules published, one for use in *joint classes*, the other for *purely German classes*. In consequence of this adherence to systematically arranged plans, the vagueness and indefiniteness which formerly characterized many of these *oral lessons*, has almost wholly disappeared.

Throughout the entire second year's course the phonic analysis and subsequent writing of every *new* word and sentence is preceded by a series of questions and answers between teacher and pupils. In the Primer classes, one lesson per week is devoted to a "*colloquial exercise*" upon any object the teacher may choose; whilst in the higher grades every *piece* read in class is required to be fully analyzed and explained by the teacher and to be repeated wholly or in part by the scholars, thus serving as subject for a practical exercise in speaking.

That German is used as medium of instruction in the *mixed classes* as well as in those composed entirely of German children, and that the pupils are held to express themselves constantly in German, has already been stated. With such opportunities for hearing and using the language, it may reasonably be expected that those scholars who complete the Grammar School course, will be able to speak German with tolerable correctness and fluency. That this expectation will at no distant day be realized, we have the right to infer from the excellent results which several teachers have already secured even with classes consisting in a majority of Anglo-Americans.

Reading.

Before learning to *read print* our pupils are taught—during the second school year—to “*sound*” and *write* phonetic words and short sentences chiefly composed of such. Thus trained in the elementary exercises of *analyzing* words into their component syllables and phonic elements (*sounds*) and of *combining* these by proper articulation into words again, these scholars are enabled to learn in one year, by means of Charts and Primer, to *read slowly and distinctly* any simple pieces composed of words of one, two or three syllables. In the two *middle* (Second Reader) grades the principal objective point of instruction in reading is the acquisition of sufficient skill in pronouncing *correctly and without hesitation* all the words they meet in the German text-books. During the last three years of the Grammar School course, the pupils who have fully conquered the technical difficulties of *reading at sight*, are led by proper directions and good example, to read *logically correctly* and with *due expression*. By this course of instruction introduced three years ago, most of the classes in the lower and intermediate grades have made considerable progress in regard to both fluency and distinctness in *Reading*. In connection with this statement it seems proper to repeat what has been said above, when speaking of the improved results in Orthography and Penmanship, namely: that the progress made in these three branches is mainly due to the division of our previous labor of teaching *Reading* and *Writing* simultaneously from the beginning. Indeed no *one* measure introduced since the organization of the German department has exerted so beneficial an influence upon German instruction, as has the addition of the Schreiblese-classes to our former *primary* course.

In closing this report on the condition and working of the German department during the past year, it is but just to state that every effort at improving its organization has received the hearty support of the Board of Directors, the

Superintendent and Principals, and that an important share of the progress made in perfecting the character of German instruction is due to the ability and faithfulness of German teachers.

Respectfully submitted by

J. C. CHRISTIN.

Asst. Supt.

PUBLIC SCHOOL LIBRARY.

This Library is founded in order that its beneficent influence may be felt in the public schools. The pupils in the public schools should have instruction in the *what* to read as well as the *how* to read. In this sphere there is yet room for a vast amount of profitable work to be done by our librarian in connection with the teachers of the schools. The preparation of lists of works illustrative of our course of study—works that may be properly read—is a part of this labor. There is need of investigation into the manner and mode of reading—into the habits of school children in this regard. In order that the ability to read may not prove a curse as well as a blessing, it is our duty to look after the habits of children out of school as well as in school.

The Public Library is the University of the common people. It has scarcely yet begun its career in this respect. The printed page contains the oracles of the race. The greatest thing we accomplish in the public school is to give to the youth the ability to make himself the possessor of the contents of the printed page by his unaided efforts. This is the net result of all our teaching in reading, arithmetic, geography, grammar and history. We instruct him how to master a subject by studying its treatment in a book.

The library is the museum for the preservation of the results of human labor and experience as embodied in language. Language itself is the most wonderful of existences in time and space. Its study as a mere thing is more important and profitable than the study of any other thing in time and space. The science of language is common to all human

culture. Mathematics enables man to combine one object in nature with another and to produce a machine and to gather natural products for human use. Language enables one man to combine with another and thus to participate in the experience and wisdom of his fellows. Just as it is a necessity of all men to use nature to supply their natural wants of food, clothing and shelter, so it is a necessity of each man to combine with his fellow-men and to use their experience and wisdom. Mathematics—natural combination; Language—spiritual combination; these are the rudimentary branches of human culture, and they form the two essential branches of intellectual education in the school.

Let us consider for one moment in detail this instrumentality called language, for there have been educators who failed to see its paramount importance in education. They have figured the subject rather under the following aspect: they have divided the world of knowledge into *words* and *things*; all science of language should deal with words, all other science should deal with things. It is obvious, say they, that the science of things is more important than that of words and that we should have more of the science of things in school and less of the science of words.

This plausible view of education attracts one chiefly by the fact that it ingeniously suppresses the antithesis of nature and *human* nature under the ambiguous word "*things*." It includes under the term *things* not only material objects in time and space but also the immaterial spiritual products such as arts, institutions, scientific and religious ideas—all human combinations in short. But when the word thing is used, it calls up to the mind at once (in the foreground) material objects such as can be presented to the senses and of which we can have sensuous images without the intermediation of *words*. Things of the mind hover in the back-ground obscured by the glare of the sensuous presence of *material* things. What are these things of the mind? Not abstract ideas alone—mere generalizations from sense-perception. These are the least important. The things of the mind which

have the most importance to us are those that arise from the energy of the human will. They are its creations or combinations, or at least a joint product of it with the intellect. Sweep them away and you sweep away at once the entire fabric of human freedom, and man sits down in the ashes of his civilization a squalid savage—naked, hungry and miserable. The things of the mind, created by the will and the intellect are the ethical ideas which support like timber work the gigantic structure of civilization. They are invisible in their essence to the senses, but their products are visible enough. What are arts, sciences, religion, the institutions of the family, the state, and civil society, with its myriad industries and protecting establishments, reducing as they do the necessary physical labor of man to a minimum and elevating its productivity to a maximum—what are these but spiritual things which, though invisible, except to the eye of reason, are yet more real to man than the material world around him? These are the “things” that he has to deal with first and last in this world, and their difference from material things is a discrete degree. For spiritual things are *potencies*—powers—substances. Before their might the world of material nature is an ever-vanishing obstacle. Reason as will and intellect turns the resistance which nature offers to spirit against itself, and makes it thus friendly and auxiliary. Human nature is an end unto itself, and its destiny is to make nature exist solely for human ends and uses.

This realm of things of the mind closely enwraps each human being; it is in fact the clothing of his personality, and the means whereby he is fed, clothed and housed: nay, more than this—it is the medium through which he sees, feels, and hears the external world. For the material world to the new-born child and to the savage is as different as possible from the material world as it exists for the educated and civilized man. To the new-born child what he sees, feels, and hears is scarcely objective to him; he does not know where his circle of personality ends and the world of separate objects begins: he will not know this until he gradually obtains a conscious-

ness of his will power or responsibility—and he will do this through those mysterious mental things, the ideas of right and wrong. The savage never gets clear on the subject of responsibility, and accordingly never gets clear on the subject of the limits of his own personality. This fact stands clearly marked on the dial of his consciousness, *i. e.*, in his religious creed. He worships a fetich or thing of nature, transferring the attribute of personality, which he finds in himself but cannot clearly distinguish, to the world of impersonal things of nature. To the savage the mysterious world of nature is instinct with personal movement. He is never sure but at the next moment he will encounter a living personality friendly or hostile to himself under the guise of a natural object. The events of his life are all controlled by arbitrary invisible will-powers, and in his ignorance of them he can only fear them; and strive to appease them by sacrificing to them something that yields him pleasure. Thus is it that the very lowest rudiments of human observation of nature are completely enwrapped, colored, and distorted by the woven product of his will and intellect: he sees things of the mind in place of things of nature as they are. As man ascends out of savagery and the imbecility of childhood, he does this by deepening his thought and insight into the essence of things. He separates the permanent from the variable and reaches laws as the truth of things. His views of nature modify as he changes his mental spectra through which he *beholds* nature. With new ideas or mental things he sees new things of nature. Underneath the science of the naturalist of our day, there are pre-supposed layer after layer of mental things, or ideas moral and intellectual—a thick deposit of spiritual growth. The separation and recognition of will-power as distinct from natural things, is a moral growth as much as an intellectual growth, and it has its origin as much in the slow evolution of political and social institutions as in the mere theoretical labors of such men as Aristotle, Bacon, Giordano Bruno, Kepler, Copernicus, Newton, or Galileo.

It behooves us, therefore, to examine the conditions of the

development of these things of the mind which are the logical conditions of human progress, both as regards institutions of civilization and the science of nature itself. These things of the mind if conceived only by the individual in his isolated singleness never achieve reality. They do not, properly speaking, become things at all. They must be uttered, expressed, before they attain reality, or else they die as idle fancies. They may be expressed particularly and inadequately by the individual deed, generally and adequately by the word, by language. Here is therefore, the divine character of language. Language is the visible image or realization of reason, the revelation of human nature. Without language there is no revelation of human nature, and without this revelation of human nature there is and can be for man no correct science of things in time and space.

Through this possibility of reflecting itself—of seeing its image in language—reason can be incarnated in man and he can realize human nature and transcend the limits of brute nature. Language gives “local habitation and a name” to the limbs of reason. All institutions of man—and it cannot be repeated too often that human nature is revealed in and by means of institutions alone—are combinations or organizations of man, united under the direction of an ideal; all combination of man with man is rendered possible, only by means of language. Language is, in this sense, an institution itself and the primary condition—the spiritual protoplasm as it were—out of which institutions develop. A word as a sound or character visible to the eye or audible by the ear, is an immediate thing of nature—a particular something here and now; as significant of an idea it is a universal something—a product of the combined energy of the will and the intellect, it is a truth invariable through time and space, it is all heres and all nows.

By means of the miracle of language, see what is added to the individual man. By its means the transient and variable can be seized and fixed. By its means what is for one becomes for all.

The experience of one man becomes the experience of all men, and the experience of all is revealed to each by words. Without such combination as language makes possible, there could be no such thing as experience properly so-called, the flitting moment would go by forever and its event never be seized and retained for comparison with the next.

Human life, when separated into its individual lives, is a poor affair—Thomas Hobbes pronounced it “mean, dirty, and short.” It is only when the labors of each are given to all, and all concentrated in each by means of intercommunication and organized effort, that human life means something. Each individual pursues his separate calling assured that what he produces shall go to the market and be added to the aggregate wealth of the community and from thence be redistributed to all so that he shall receive his share of his own product enriched by the addition of a share of the total labor of humanity. Thus it is in spiritual life. Each man has only to live his own life, suffer his own pain; but through communication he profits by the experience of all others without having to risk any thing himself. The toil and pain which the individual endures is only a very small affair compared with the aggregate toil and pains of the race, but he reaps nevertheless the benefits of the experience of the race without having sowed it.

Language, from this point of view, assumes a central importance among the things of the world of man. It is just as much a thing of reality as any of the things of mind, and it has also by reason of its sensuous phase a side of materiality audible as sound, and visible as character. But it is still more wonderful in that it is the one spiritual thing which reveals or manifests reason in its totality. It is itself a product of the will and the intellect, and, as such, an institution, and worthy of study, because in its constitution it has revealed the nature of will and intellect in making it. But it is not only a spiritual thing itself—it is the expression of all spiritual things, the means by which they attain reality in the world as institutions.

Hence, if it be of the utmost importance in education to have a knowledge of things, the most important thing in the world is language, both in itself as realized (and realized means *thinged—res*—a thing) reason and as the miracle by which all other mental products become realities. The most wonderful thing in physical nature is Light, because it reveals all bodies and itself too. The most wonderful thing in the mental world is Language, because it reveals all spiritual things else and itself too.

The library is the store-house of this wonderful product of human will and intelligence, whence the community may draw for sustenance and its supply is not exhausted by being shared—as is that of the corn and wheat store-houses—but it is increased constantly without loss or diminution.



REPORT OF THE BOARD OF MANAGERS.

Hon. Board of Managers St. Louis Public School Library:

Your Librarian has the honor to present his Annual Report for the fiscal year ending May 1, 1876:

Cash Receipts.

From Life Memberships.....	\$ 380 00
“ Temporary “	2,733 00
“ Fines.....	262 20
“ Books lost and paid for.....	25 25
“ Catalogues sold.....	14 50
“ Cash Donations.....	15 00
“ Collection of Duplicates.....	473 45
“ Emerson Binders sold.....	13 15
“ Magazines and Newspapers sold.....	137 80
“ School Board Appropriations.....	12,400 00
“ Bills Payable.....	412 10
Total Receipts	16,866 45
Balance in Treasury May 1, 1875.....	36 61
Total.....	\$16,903 06

Expenditures.

Paid for books bought in 1874-75.....	\$ 115 38
1875-76.....	2,023 81—
Coll'n. of Dupl's.....1874-75.....	12 52
1875-76.....	480 17—
Periodicals.....1874-75.....	412 81
1875-76.....	1,139 74—
Binding.....1874-75.....	331 20
1875-76.....	1,210 92—
Cataloguing.....1875-76.....	176 25
Stationery.....1874-75.....	71 10
1875-76.....	420 76—
Furniture.....1875-76.....	117 00
Printing & Adv'tis 1875-76.....	164 90
Salaries.....1874-75.....	833 30
1875-76.....	7,213 50—
Conting't Fund.....1875-76.....	200 00
Misc. Expenses.....1875-76.....	697 46
Bills Payable.....1875-76.....	412 10
Interest.....1875-76.....	4 55
Total Expenditures.....	\$16,037 47
Balance in Treasury May 1st, 1876.....	865 59
Total.....	\$16,903 06

As will be seen from the foregoing statement, the Treasury of the Library contained at the beginning of the fiscal year just ended, a balance of \$36.61: the Library was in debt to the amount of \$1,776.31. This debt has been paid off; large additions have been made to the Library, and it is left to-day entirely out of all debt, as will more particularly appear from the following figures:

Balance in Treasury as stated.....	\$ 865 59
“ expected from School Board.....	280 00
	<hr/> \$1,145 59

Liabilities and Appropriations.

Amount subject to orders of Medical and Micr'l		
Societies for books.....	\$213 39	
Due for Binding books now at Binder's.....	175 00	
“ “ Periodicals “ “ “ “	350 00	
“ “ Missing Nos. to complete Periodicals.	150 00	
“ “ Binding Pamphlets.....	175 00	
“ “ Books ordered, not yet received.....	50 00	
“ “ Miscellaneous Expenses.....	22 39—	1,135 78
		<hr/>
Balance in Treasury over all liabilities....	\$ 9 81	
Total Amount spent this year for Books,		
Periodicals and Binding.....	\$5,726 55	
“ “ Appropriated for same purposes as above stated..	1,113 39	
		<hr/> \$6,839 94

being an excess of \$839.94 over the amount required by the School Board to be so expended.

The total amount spent for the same purposes during the year 1874-5 was \$5,737.94; less than this year by \$1,102.

Besides the foregoing additions to the Library, a Public Card Catalogue has been provided at a cost of \$176 25; two large signs, costing \$57, have been placed on the outside of the Library room; a wire screen has been added to the Issue Desk, tending very largely to prevent the loss of books; and other important repairs have been made to the furniture and book-cases.

Your Librarian would respectfully ask the attention of the

Board to the following wants of the Library which will require consideration during the ensuing year :

- 1st. Additional light in the Reading Room.
- 2d. Gas fixtures in the north gallery to the alcoves of the Library room, and
- 3d. Additional book-cases.

Collection of Duplicates.

Total Receipts from the beginning.....	\$2,555 70
“ Expenditures.....	2,456 75
Balance to credit of Collection.....	\$ 98 9

Contingent Fund.

Balance on hand May 1, 1875.....	\$ 6 65
Appropriations during the year.....	200 00
Petty Expenses during the year.....	\$ 206 65
	165 05
Balance on hand May 1, 1876.....	\$ 41 60

Additions and Statistics.

Regular Library :

Books added during the year :

Bought to replace lost and worn-out books.....	673	Vols.
New books bought.....	864	“
Periodicals bound.....	391	“
Books presented.....	226	“
Total, Regular Library.....	2,154	“
Books added to collection of Duplicates.....	620	“
Total Additions	2,774	“

Total contents of Library :

Regular Library.....	31,688	Vols.
Collection of Duplicates.....	2,473	“
Academy of Science.....	4,000	“
Duplicates not in circulation.....	2,225	“
Unbound Pamphlets and Periodicals.....	600	“
Total.....	40,986	“

Membership.

The total Membership for the year was as follows :

Life members.....	2,469
Perpetual memberships.....	' 30
Temporary pay subscribers.....	1,793
Free Evening School members.....	1,490
Total.....	5,772
Total Nos. of Life memberships issued 1875-76.....	199
Total new members registered " ".....	1,225

Circulation.

The circulation and use of books and periodicals was as follows :

Issues for home use : Regular Library.....	77,362 Vols.
Collection of Duplicates.....	8,051 "
	85,413 Vols.
Issues for Library use.....	28,787 "
Total.....	114,200 "
No. of Periodicals issued December 20, '75 to April 30, '76	
incl. 4 mos. and 12 days.....	24,549 "
Equivalent to a yearly issue of about.....	60,000 "

Your Librarian presents in an Appendix to his Report, classified statements of the additions to the Library, and of the use of its books and periodicals.

In closing his report, your Librarian begs to offer a few recommendations :

1st. That Life-memberships be issued to the following persons :

To Aaron Sutton, engineer of this building, in consideration of services rendered by him heating the Library on Sunday without extra compensation. Mr. Sutton has already paid \$4; your Librarian asks that the other \$8 be allowed him.

To Daniel G. Taylor, Jr., in consideration of a valuable present from his father, obtained through the kind offices of Mr. Thaddeus S. Smith, consisting of City Documents (Mayor's

Reports, Council Reports, etc.,) complete for the years 1848-'68. These are very valuable to our Library, and every year become, scarcer and more difficult to procure.

Wm. G. Pierce, a very worthy young man, paid \$7 to the Library over 4 years ago. His father died, leaving the family in poor circumstances, and the boy was compelled to suspend his payments. Under our rules the amount paid cannot apply on Life membership, as over 4 years have elapsed since it was paid. The young man has now established a small printing office, and is willing to pay the remaining \$5 if the Board will make an exception in his favor, and allow his previous payments to count as good. Your Librarian respectfully recommends that such allowance be made.

2d. Your Librarian presents herewith two accounts which could not be audited in time for this meeting, owing to the absence from the city of the chairman of the Committee on Library and Reading Room, and your Librarian respectfully asks that they be allowed and paid upon receiving the indorsement of said Committee. They are as follows.

J. S. Costello, for Feather Dusters.....	\$ 3 50
F. W. Rosenthal & Co., for repairs to curtains in Reading room	18 89
Total.....	<u>\$22 39</u>

3d. Two years ago this Board created the office of Superintendent of the Catalogue, which, after one year's experiment it abolished, chiefly as involving an expense beyond the Library's means. But in the idea of creating the office there were certain points of undoubtedly great value to the Library. These were: to have an officer who could devote his time—

To studying the wants of the Library, and preparing well-digested lists of books for purchase, so as to complete the various departments of knowledge ;

To prepare special courses of reading, or cross-references to the subjects contained in the books belonging to the Library;

To be present in the Library room during stated hours for consultation as to the best sources of information, and

To deliver lectures for the purpose of informing readers what are the best books in the Library for special uses.

This last named duty has been changed by the Board into an order to the Librarian to visit the schools and talk to the pupils upon the advantages of reading.

The other duties, as will appear in the report of the Book Committee to be presented to-day, have all been assigned to your Librarian. And your Librarian believes that after an experience of 17 years as Head Assistant and Librarian in the St. Louis Mercantile and our own Libraries, he is better qualified to perform the tasks allotted to him than could be by any one whose mere recommendation lay in extended scholarship. For it has been abundantly proved that such persons invariably aim too high, and select books that are above the reach of the users of the Library; so that while seeking to accomplish great results, they destroy, or, at least seriously impair the real usefulness of the Library.

It however happens that your Librarian is *ex-officio* Secretary, and that the mechanical duties of his secretaryship—such as, keeping the records of Board and Committee meetings; keeping the accounts and account books of the Library; preparing the monthly, annual, and other reports of himself, the Committees, the Board, etc.,—occupy him so constantly as to render it impossible for him to devote much of his time to the more intellectual and more important duties properly belonging to the office of Librarian.

He believes, however, that by a very slight increase of the current expenses of the Library, he can be freed from the mechanical duties above named, and enabled to devote himself entirely to general supervision of the Library's affairs, and to such other duties as appertain to a Librarian's office.

He therefore offers the following resolution, with the request that it be referred to the Executive Committee for consideration and report to the Board:

Resolved, that, during the ensuing year, sufficient additional force be employed in the Issue Department of the Library, to enable the present First Assistant, Mr. Asman, under the

direction and superintendence of the Librarian, to perform all the mechanical portion of the duties belonging to the office of Secretary of the Library, so as to leave the Librarian free to devote himself to general supervision and the advancement of the Library's interests.

All which is respectfully submitted.

JNO. JAY BAILEY,
Librarian.

Additions to Library :

By Classes.

	Regular Library Vols.	Coll'n of Dupl's Vols.	Total Vols.
Philosophy.....	18		18
Theology.....	39		39
Social and Political Sciences.....	177	1	178
Natural Sciences and Useful Arts.....	306		306
Fine Arts and Poetry.....	103	2	105
Novels.....	655	444	1,099
Juveniles.....	343		343
Literary Miscellany.....	81	3	84
History and Travels.....	149		149
Cyclopedias and General Periodicals.....	283	170	453
Totals.....	2,154	620	2,774

By Languages.

English.....	1,911	620	2,531
German.....	184		184
French.....	44		44
Latin.....	11		11
Spanish.....	2		2
Chinese.....	1		1
Hebrew.....	1		1

Books bought to replace lost books: Regular Library:

Novels.....	404 Vols.	} Cost	\$ 570 77
Juveniles.....	154 "		
Standard Literature.....	115 "		
Total.....	673 "	"	\$ 790 44

New books bought:

Novels.....	200 Vols.	} Cost \$ 387 81
Juveniles.....	148 "	
Humorous.....	13 "	
Standard Literature.....	503 "	
Total.....	864 "	\$1,233 37

Circulation and Use of Books.

	Issues for Home Use			Library Use.	Total Issues.
	Regular Library.	Coll'n of Dupl's	Total		
Philosophy.....	524		524	179	703
Theology.....	457		457	303	760
Social and Political Sciences.....	807	2	809	544	1,353
Natural Sciences and Useful Arts.....	3,543	13	3,556	5,450	9,006
Fine Arts and Poetry.....	2,719	18	2,737	1,853	4,590
Novels.....	42,885	7,251	50,136	6,742	56,878
Juveniles.....	16,056		16,056	3,538	19,594
Literary Miscellany.....	2,955	9	2,964	1,391	4,355
History and Travels.....	6,051	185	6,236	2,334	8,570
Cyclopedias and Periodicals.....	1,365	573	1,938	6,453	8,391
Totals.....	77,362	8,051	85,413	28,787	114,200

Classified Use of Periodicals.

In the Reading Room for 4 months and 12 days from Dec. 30 to April 30, incl. (being the period during which the Magazines have been kept behind the desk and issued upon application.

General Science and Arts.....	1,829
Agriculture.....	389
Commerce and Statistics.....	11
Engineering and Architecture.....	404
Medicine.....	260
Education.....	120
Theology.....	96
Literature.....	10,125
Illustrations and Fine Arts.....	10,836
Juveniles.....	479
Total.....	24,549

LIST OF MEMBERS

Added April 1st, 1876 to May 1st, 1877.

Ackerman, John	Burst, Emil	Eaton, H. A.
Allen, Jas. F.	Butler, Edward	Elsterman, R.
Ahlefeld, Jno.	Butler, Mary B.	Ernst, Theo.
Bangut, John	Carlin, Mrs. Nat	Edgell, Geo. S.
Barr, E. W.	Cartan, John J.	Enfinger, Jos.
Barr, Maggie V.	Collins, John	Erskine, Sam'l
Barthel, Herman	Cleveland, H.	Euston, Alex.
Beach, Wm. H.	Case, Thomas	Feeny, Thos.
Becker, Emile A.	Conrad, Francis	Felps, G. H.
Benedict, Isabella D.	Clinch, Mary R.	Ferguson, H. C.
Bereman, Maude	Cogswell, Mrs. H. M.	Fenteberg, Anna D.
Bernoudy, Mrs. Ellen A.	Cole, Jas.	Fiedeldey, G.
Beyer, Albert	Coy, Fred.	Fiedeldey, Jno.
Bick, Charles	Crancer, Geo.	Field, Mrs. E. P.
Biebush, Wm.	Cullen, Mrs. M. R.	Fink, Albert B.
Billon, Blanche	Cunningham, John	Fisher, C. R.
Block, Dr. A.	Dalton, Frank P.	Fishwick, Frank
Block, C. W.	Dana, Chas.	Flynn, S. C.
Block, Miss Rosa	Demuth, Anton	Fockel, Frank
Bock, Conrad	Dodge, Mrs. G. E.	Ford, Howard
Bordeman, Henry	Dening, L. E.	Ford, Madison
Boeswetter, E.	Deppe, Fred.	Franciscus, Lulu
Bolle, John	Dozier, F. M.	Frank, Theresa
Boppert, Louis	Davies, Ella E.	Freilingsdorf, Hugo
Borgelt, Henry	Deppendahl, Wm.	Frinkhou e, Louis
Borlinghaus, Louis	Drenil, Frank	Gabel, Fred
Brady, A. L.	Davis, Annie	Garner, Fred.
Breden, Minnie	Dickinson, Dr. Wm.	Gershon, Lylo
Brennard, Jas. W.	Dressler, Fred.	Goessling, Edward
Brindle, M. F.	Davis, Ella	George, Wm.
Brockhausen, Dr. Chas.	Diederick, Geo.	Glynn, Michael
Brinkhaus, Wm.	Dustin, Francis A.	Green, Mary A.
Brinkmann, T.	Deeds, Miss Lucy	Gundaker, Geo. E. F.
Brockmeyer, Harry	Dobbins, Jas.	Gutman, Edward
Brockmeyer, Wm.	Dyer, Chas. A.	Hacker, Jno.
Bumann, Miss C.	Early, M. J.	Hacker, Wm.
Burback, Geo.	Eisenstadt, Jennie	Hager, Wm.
Burns, Robt.	Erbe, Geo.	Hammon, Sarah J.

Hammond, J. T.	Lee, Jno. O.	Parsons, H.
Hanley, Jas.	Lichtenstein, Miss A.	Pearman, Mrs. Mary
Harstick, Fred W.	Linton, B.	Pilkington, E.
Hassmer, Frank	Loewenberg, Martha	Platt, C. R.
Hebut, M. L.	Loewenstein, Manna	Pollmann, Dr. L. P.
Heffennan, Geo.	Logan, Annie B.	Porter, Dr. W.
Hegans, Jno.	Love, Dr. Isaac B.	Puellman, Louis
Heidemann, H.	Luedinghaus, Frank W.	Puff, Geo.
Hehn, Louis	Luedinghaus, Geo. F.	Putnam, Orrin
Heltzell, E. O.	McAnally, Dr. R.	Ratican, Jas. S.
Hentzfeld, Fred	McAuliff, F. D.	Reese, Wm.
Hennann, H.	McCauly, Peter	Reisve, Wm. A.
Hesse, Wm.	McClellan, Chas.	Reps, Otto
Heymann, Louis	McCormick, H. J.	Rice, Jas.
Hindricker, Geo.	McDonald, Edw.	Richard, Auguste
Hine, Jno. O.	McDonald, Mrs. R. A.	Richteo, H.
Hodgins, Sam'l	Mace, Benj.	Robbins, Eugene
Hoefler, J. W. R.	McEntire, Jas. H.	Roberts, Mrs. W. H.
Hoerke, Theo.	McLaughlin, Miss M.	Robinson, Kate
Hoffmeister Henry	McLellan, Geo. B.	Rodgers, Thos. B.
Holland, H. M.	Malloy, Thomas	Rogers, Jno.
Hollman, Sidney	Mandorf, Thos. F.	Roos, Emma T.
Holton, Mary E.	Marsh, Frank	Runde, Herman
Hopper, Henry	Mattison, Wm. A.	Sachleben, Fred.
Horstmeyer, Wm.	Meico, A.	Sagehorn, George
House, Albert	Mepharn, H. W.	Savitz, James
Howard, Mrs. Kath'n	Michel, Victor	Schafer, Wm.
Ivester, E. T.	Michell, H. W.	Schmitt, J. F.
John, Dr. Rudolph	Miller, D.	Schmitt, Minnie
Johnson, Jos.	Minckler, Mrs. J. A.	Schulbacker, L. P.
Jordan, F. G.	Moller, Frank	Schum, Franklin
Jorgensen, Ida M.	Moller, Jno. H.	Schwacheim, Wm.
Kane, Jas.	Moore, Jno.	Scully, Jno. J.
Karl, Jacob	Moore, Mary C.	Seely, Wm. A.
Keith, Jacob	Moore, Jas. B.	Seimer, Geo.
Kinealy, Jas. K.	Moses, Frank	Severin, Robert
Kinealy, John H.	Moulton, Julius	Shultz, Wm.
Kinner, Leonard	Mudge, Chas.	Shields, Miss A. M.
Kirchbaum, Charlotte	Nathan, Edward	Siekerman, H.
Kirchbaum, Otto	Neusel, Alex.	Silverburg, Sam'l
Klausing, Henry	Niemeyer, Henry	Skrainka, Clara
Kleinn, Richard	Nowlin, Anna M.	Small, Wm.
Klupfel, Dr. Geo.	O'Brein, David	Smith, E.
Koerber, Henry	Oeters, Otto	Smith, Dr. E. F.
Koepmann, Wm.	O'Keefe, Jno. W.	Smith, James W.
Kralgan, Louis	Oswald, Jas.	Smith, M. M.
Krausse, Mrs. S.	Owens, Bernard	Sneed, Sam'l E.
Laverdure, Alfred	Parker, Mary	Snow, M. S.

Sommerick, Jno.	Taussig, Jane	Weiss, Oscar
Stamps, Carrie C.	Taussig, Rosa	Welkener, Henry
Stephens, H. W.	Taylor, Dr. G.	White, Edgar
Stephens, Wm.	Taylor, Laura	White, Francis B.
Stern, Gussie	Tempel, Henry	White, Henry C.
Stevens, Geo. S.	Thorhaner, Chas. T.	Whittle, Frank
Stock, Philip	Tooker, Miss A.	Williams, Dr. A. D.
Stone, Lily L.	Vandewater, Mrs. E.	Willing, M.
Strathenan, Ed.	Von-der-Au, Chas.	Winkelman, R. H.
Stuckhov, G.	Von Gerichten, Jacob	Woemhoener, H.
Stupp, Geo.	Wachtel, Fannie	Wolff, E.
Studholter, Wm.	Warren, Edward	Wright, Millie E.
Suess, Wm.	Waugh, Alice G.	Yatea, Sallie M.
Sutton, A. J.	Wehrkamp, H.	Yonge, Alex.
Swain, Mrs. Helen	Weil, E.	

LIST OF DONORS.

May 1876, to May 1877.

	Vols.	Pph.		Vols.	Pph.
Bailey, Jno Jay.....	1	...	Mexico, Consul General....	
Baker, W. E. S.....	1	...	Michigan, State of.....	1	...
Baldwin, O. S.....	1	...	Missouri Medical Assoc't'n.	1	...
Barnes, A. S.....	1	...	Missouri, State of.....	1	...
Belden, F. S.....	6	2	Morgan, H. H.....	89	68
Beyer, Aug.....	20	7	Morris, V.....	1	...
Boston Athenæum Library	1	...	New England Hist'cl Soc'y	1
Boston Public Library....	2	...	New York State Library...	1	...
Cincinnati Public Library.	3	2	Parker, S.....	2
Cobden Club.....	2	Porter, Rev. E. G.....	2
Crawford.....	1	...	Priest, Jno. G.....	1	...
Dixon, B. V. B.....	5	...	Princeton College.....	1	...
Evansville Public Library.	1	...	Richeson, Thos.....	11	...
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Greard, O.....	6	1	St. Louis Mercantile Lib'y	1	6
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Hunt, L.....	1	...	Smith, A.....	1	...
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Jones, G. E.....	1	...	Stark, Dr. S.....	9	...
Jackson, Chas.....	1	...	Stumpf, Hon. Fred.....	5	2
Lippman, M. J.....	2	...	Tatum, A. K.....	1	...
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Mass. State Board of Health	1	...	Ware, Chas. E.....	5	...
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			Western, Editor.....	1	63
			Yohn, A. B.....	1	...

LIST OF AUTOTYPES

Of the St. Louis Art Society, on permanent exhibition in the Reading Room of the Public School Library.

No.	Gallery.	Artist.	Subject.
1	Antwerp.	Rubens—	Descent from the Cross.
2	Basle.	A. Dürer—	Crucifixion.
3	Basle.	Holbein—	Lord's Supper.
4	British Museum.	Antique—	Frieze.
5	Bourbon.	Greuze—	The Village Groom.
6	"	Meissonnier—	The Game of Cards.
7	"	Bronzino—	Portrait of F. de Medici.
8	"	Pellegrino—	Madonna and Child.
9	"	Gericault—	The wreck of the Medusa.
10	Cassel.	Raphael—	Madonna.
11	Dresden.	Rembrandt—	Triumph of Mordecai.
12	"	"	Descent from the Cross.
13	"	Raphael—	Heads.
14	"	Tintoretto—	Last Supper.
15	"	Rembrandt—	Sketch of Last Judgment.
16	"	Quentin Metsys—	Christ and Madonna.
17	"	Van Dyck—	Head of Christ.
18	"	Albrecht Duerer—	Gems.
19	"	Van Dyck—	Heads.
20	"	Rembrandt—	Sketch of Last Supper.
21	"	Correggio—	Night.
22	"	Titian—	Virgin Bringing Offering.
23	Florence.	Antique—	Daughter of Niobe.
24	"	"	Son of Niobe.
25	"	"	Son "
26	"	"	Son "
27	"	"	Son "
28	"	Fra Angelico—	Funeral of Ste. Catherine.
29	"	Antique—	Hall of the Niobe Group.
30	"	"	Same (another view).
31	"	"	Niobe (Niobe Group).
32	"	"	Pedagogue "
33	"	"	Daughter of Niobe (1) "
34	"	"	" (2) "
35	"	"	" (3) "
36	"	"	" (4) "
37	"	"	Son of Niobe, "
38	"	Ghirlandajo—	Last Supper.
39	"	Antique—	Vase of the Medici.
40	"	Ghiberti—	Gate of the Baptistry of S. Giovanni.
41	"	"	" "
42	"	"	Panel of same, Creation of Eve.

No.	Gallery.	Artist.	Subject.
43	Florence.	Ghiberti—Panel Baptistery S. Giovauni.	Curse of Labor.
44	"	Raphael—Last Supper.	
45	"	Andrea del Sarto—Last Supper.	
46	"	Michael Angelo—Morning (Tomb of the Medici).	
47	"	" " Evening (Tomb of the Medici).	
48	"	" " Night " "	
49	"	" " Day " "	
50	"	" " Study for Last Judgment.	
51	"	Perugine—Figure of kneeling man.	
52	"	Guerchino—Study for a Child.	
53	"	Tintoretto—Last Supper.	
54	"	Valentin—Madonna.	
55	"	Michael Angelo—Night. (Study).	
56	La Haye.	Wouverman—The Battle.	
57	"	Ruysdael—Landscape.	
58	Kensington.	Raphael Sanzio—(Cartoon) At the Gate of the Temple Beautiful.	
59	"	" " (Cartoon) Death of Annanias.	
60	"	" " (Cartoon) Sacrifice at Lystra.	
61	"	" " (Cartoon) Elymas struck blind.	
62	Lille.	Van Dyck—The Crucifixion.	
63	Louvre.	Antique—Venus d'Arles.	
64	"	Regnault—The Three Graces.	
65	"	Da Vinci—The Virgin, Child and St. Anne.	
66	"	Barocci—Madonna and Child.	
67	"	Da Vinci.	
68	"	Fra Bartolomeo—Madonna and Child.	
69	"	Michael Angelo—Morning (Study)	
70	"	" " Sketch for Moses.	
71	"	Rembrandt—Portrait of himself.	
72	"	Antique—Germanicus.	
73	"	" Æsculapius.	
74	"	Michael Angelo—Madonna.	
75	"	Antique—Borghese Gladiator.	
76	"	" Bacchus.	
77	"	" Hall of the Gladiator.	
78	"	Raphael—Madonna of Francis I.	
79	"	Michael Angelo—Morning (Tomb of the Medici).	
80	"	Guido Reni—Centaur Nessus and Dejanira.	
81	"	Da Vinci—Head of Child.	
82	"	Raphael—Psyche presenting to Venus the Vase containing the water of the river Styx.	
83	"	Titian—Study.	
84	"	" Head.	
85	"	Correggio—Head of Child.	
86	"	Champaigne—Last Supper.	
87	"	Rubens—Portrait of himself.	

<i>No.</i>	<i>Gallery.</i>	<i>Artist.</i>	<i>Subject</i>
88	Louvre.	Rubens—	Descent from the Cross.
89	"	David—	Fight between Romans and Sabines.
90	"	Greuze—	Head.
91	"	Salvator Rosa—	Battle Piece.
92	Milan.	B. Luini—	Burial of St. Catherine.
93	"	Contarini da Pesaro—	Apollo and Daphne (Study).
94	"	Raphael—	1st Study of Madonna della Sedia.
95	Rome.	Michael Angelo—	Moses in St. Peter.
96	"	"	La Pietà.
97	"	Raphael Sanzio—	Portrait of himself.
98	"	Antique—	Danaide.
99	"	Michael Angelo—	Portrait of himself.
100	"	Pinturichio—	Madonna and Child.
101	"	Antique—	Satyr of Praxiteles.
102	Sistine Chapel.	Michael Angelo—	Zacharias.
103	"	"	" " Last Judgment.
104	"	"	" " " "
105	"	"	Section of Last Judgment (Christ).
106	"	"	Same (Angels bearing Cross).
107	"	"	Same (Angels bearing instruments of the Passion.)
108	"	"	" " First Sin.
109	"	"	" " Same (Duplicate)
110	"	"	" " Creation of Light.
111	"	"	" " Fructification of the Earth.
112	"	"	" " Creation of Water.
113	"	"	" " Creation of Adam.
114	"	"	" " Creation of Adam
115	"	"	" " Creation of Eve.
116	"	"	" " The Deluge.
117	"	"	" " Isolated Figure.
118	"	"	" " Isolated Figure.
119	"	"	" " Cumæan Sibyl.
120	"	"	" " Delphica.
121	"	"	" " Zacharias.
122	"	"	" " Joel.
123	"	"	" " Erithræa Sibyl.
124	"	"	" " Esalas.
125	"	"	" " Sibylla Persica.
126	"	"	" " Jeremiah.
127	"	Perugino—	Peter receiving the Keys.
128	"	Michael Angelo—	Sacrifice of Noah.
129	Vatican.	Antique—	Apollo Belvidere
130	"	"	Venus.
131	"	"	Meleagre.
132	"	"	Ariadne.
133	"	"	Bacchus.

<i>No.</i>	<i>Gallery.</i>	<i>Artiste.</i>	<i>Subject.</i>
134	Vatican.	Raphael—	Creation of the Earth.
135	"	Guido Reni—	Madonna.
136	"	Antique—	Bust of Vitellius.
137	"	Raphael—	Creation of Sun and Moon.
138	"	Antique—	Silenus.
139	"	"	Les Noces Aldobrandines.
140	"	"	Athlete.
141	"	"	The Nile.
142	"	Raphael—	Jacob's Dream.
143	"	Domenichino—	Last Companion of St. Jerome.
144	"	Antique—	Mercury
145	"	"	Primitive Italian Painting.
146	"	"	Primitive Italian Painting.
147	"	Raphael—	Last Supper.
148	"	"	Burning of the Borgho at Rome.
149	"	Antique—	Calliope.
150	"	"	Amazon.
151	"	Rosselli—	Last Supper.
152	"	Fra Angelico—	Trial of St. Stephen.
153	"	"	St. Lorenzo distributing the Treasures of the Church to the Poor.
154	"	Antique—	Daughter of Niobe.
155	Vienna.	Le Dominiquin—	The Assumption.
156	"	A. Carracci—	The body of Christ guarded by Virgin and Angel.
157	"	Raphael—	Juno.
158	"	Vasari—	The Forge of Vulcan.
159	"	Da Vinci—	Head of Christ.
160	"	Michael Angelo—	Study for Last Judgment.
161	"	Correggio—	Heads.
162	"	Parmigiano—	Rebecca at the Well.
163	"	Murillo—	Madonna.
164	Venice.	Da Vinci—	Holy Family.
165	"	Conegliano—	Madonna.
166	"	Da Vinci—	Sketch for the Last Supper.
167	"	Raphael—	St. Paul (Sketch).
168	"	Tintoretto—	Christ on the Cross.
169	Weimar.	Michael Angelo—	Dream of the World.
170	"	Raphael—	Madonna.
171	"	"	Sibyl (Study).
172	"	Corot—	Landscape.
173	"	Hans Holbein—	Holy Family.
174	"	Massaccio—	St. Christopher. Church of St. Clement.
175	"	"	St. Peter (Church of St. Clement).
176	"	"	St. Thomas (Church of St. Clement).
177	"	"	St. Philip (Church of St. Clement).
178	"	"	St. Matthew (Church of St. Clement).

<i>No.</i>	<i>Gallery.</i>	<i>Artist.</i>	<i>Subject.</i>
179		Massaccio—	St. Bartholomew (Church of St. Clement).
180		"	St. John.
181			Photographic—View of Strasburg Cathedral.
182		Bida—	Beheading of John the Baptist.
183	Vatican.	Raphael—	School of Athens.
184	"	"	Victory of Constantine over Maxentius.
185	Dresden.	Fra Angelico—	Crucifixion.
186		Rousseau—	Landscape—Fontainebleau.
187		"	Moonlight in the Forest.
188		"	Landscape.
189			Photographic.—Baptistry of S. Giovanni, Florence.
190			Theatre at Pompeii.
191			Coliseum at Rome.

THE CENTENNIAL EXPOSITION.

In my last report I gave a sketch of the history of the St. Louis Public Schools as appropriate to the Centennial year. I now in this place give a brief account of the part which St. Louis took in the exhibition of Education at Philadelphia, and in the same connection offer some reflections upon the scope and significance of the display made by the States of our own country and by foreign Governments.

Like the other portions of the exhibit from Missouri, the educational collection suffered very much from the general apathy of the people. This had its chief occasion in the long-continued business prostration that had prevailed since the panic of 1873. The entire energy of the teachers and school directors was being exerted to prevent a serious relapse in the condition of the schools over the State, or to contest as effectually as possible the tendency, already set in, towards the curtailment of school facilities and the crippling of the functions of school boards. The work therefore necessarily fell upon a few people and only a few school systems in the State responded.

The following circular was issued in the fall of 1876:

To Educators and Friends of Education in Missouri:

Other States of this Union are making elaborate preparations to exhibit their educational condition and progress at the approaching Centennial Exposition, to be held at Philadelphia, in commemoration of the completion of the first century of the Nation's existence. Missouri will certainly participate to some extent, and unless the efforts of her educators are united and organized, her educational exhibit will be unworthy of the State. It becomes important, then, to combine our endeavors so that whatever exertion is made may add directly to the general result, and that there be a proper division of labor instituted in this enterprise to the end that all waste may be avoided and our State have an exposition of its educational interests commensurate with

its position in other respects. Its agricultural, mining, manufacturing and commercial interests, will doubtless make a splendid exhibit. It belongs to us to see that the means and appliances established here to educate the people who are to develop the matchless resources of our great Central State are fully and fairly represented. There has never before been an opportunity in the history of the Nation so happily adapted to collect and disseminate a knowledge of the civil and social condition of the various sections of this country. The Exposition at Philadelphia will reflect with great accuracy the energy and enterprise of many of the States. It will be visited by millions of people, coming from all parts of the United States and from the different nations of Europe. These visitors will be impressed by the display, and will be led to form judgments regarding the relative standing of the different sections of the country, basing these upon the evidence before them in the Exposition. It is unwise for us to ignore the fact that these prevailing impressions will react upon each State to its benefit or harm, and especially upon those States whose future prosperity is most dependent upon immigration from the older States or from Europe.

Appointed by the State Board of Managers to prosecute this work, the undersigned Committee have prepared the following Conspectus showing the departments to be represented, and the work to be done in each. It is desirable that the work shall be accurate and complete, embracing every phase of education from the lowest to the highest. It must include all characteristic features, not omitting anything because it is antiquated or imperfect, or because we wish to show only the best side of our system. The exhaustiveness and accuracy of our exhibit will be more likely to attract attention than an obvious attempt to cull only the best features.

CONSPECTUS.

A. PHASES OF EDUCATION.

I. District Schools in the country: enrolling from ten to fifty pupils; one teacher; building made of logs, turf, adobe, boards, stone, or other material; for white or for colored pupils.

II. Village Schools: enrolling from fifty to five hundred pupils; one to ten teachers; white or colored pupils.

III. City School Systems: Exhibit of Primary, Grammar and High Schools; Normal or Training Schools; Kindergartens.

IV. State Institutions: University and School of Mines; Normal Schools and Lincoln Institute; Asylums for orphans, blind, deaf and dumb, insane, feeble-minded; Reform Schools.

V. Private Schools and Colleges: (a) Parochial or Denominational; (b) Corporate or endowed; (c) Schools and Colleges established by private enterprise.

VI. Private Institutions under the Church or otherwise: for orphans, feeble-minded, insane, deaf and dumb; for the reform of inebriates, vicious youth, or prostitutes.

VII. Libraries: (a) Free public (circulating or reference); (b) school; (c) college; (d) mercantile; (e) private circulating; (f) sunday school; (g) professional and technical; (law, medicine, the arts, etc.)

B. PICTORIAL EXHIBITS.

I. Photographs of buildings, grounds, pupils and teachers in one picture, not less than twelve inches in its smallest dimension, and mounted on cards giving a wide margin.

II. Photographs or drawings of the interior of rooms, showing arrangement of desks, and the character of the school apparatus and the arrangement of the furniture, etc.

REMARKS.—In the photographic exhibits of the schools, it is very important to show enough of the grounds and out-houses to give a correct idea of them. In all cases, there should be a collection of the pupils in the foreground, so arranged as not to interfere with the view of the school buildings and grounds; the pupils to be dressed in their every-day attire, and showing all social ranks, ages and conditions; some of them being near enough in the foreground to exhibit distinctly their features; statistical items appended on the margin below the picture in the following order: (a) Name of school; (b) Locality, [town, county, State]; (c) Length, breadth and height of building, number of rooms; (d) Number of pupils, sex, range of ages; (e) Branches of study; (f) Length of daily and annual session of school; (g) Cost of instruction to each pupil per annum, or amount actually charged for tuition.

III. GENRE PAINTINGS. It would contribute much to the interest and value of our exhibit if our native artists would paint *genre* sketches, illustrating the different types of our schools, and the phases of school life in Missouri.

C. WRITTEN WORK.

From all schools that are accustomed to have written work in any or all of the following phases:

I. Penmanship.

II. Drawing.

III. Map Drawing.

IV. Written examinations in Arithmetic, Geography, Spelling, Grammar, History or other branches.

REMARKS.—Ten per cent. (or less) of the best of these should be sent for the Exposition. The examinations should be written on foolscap paper, of uniform size and texture, on one side of the sheet, and bound together at the left side of the page. (A margin of one and one-half inches must be left on the left hand for binding.)

D. HISTORICAL AND STATISTICAL INFORMATION.

(To be forwarded to Hon. R. D. SHANNON State Superintendent at Jefferson City.)

I. REGARDING ORGANIZATION.

- A. Acts of Congress, (land grants, etc).
- B. Provisions of State Constitution—1820—1864—1875—(Educational clauses).
- C. History of State school legislation in Missouri.
- D. School census.
- E. Revenues: (a) From school funds; (b) From taxation; (c) From rate-bills; (d) From fines; (e) From other sources.
- F. Boards of Direction: (1) Country Districts; (2) Organized village boards; (3) Cities with special school charters; (4) Management of private and parochial institutions.
- G. Supervision and Inspection: State Superintendent; County Commissioners; Village and city Superintendents; Supervising principals; State Board of Education.
- H. Education in Special Directions: (1) Female; (2) Infant; (3) Illiterate adults; (4) Colored people; (5) Technical or industrial instruction; (6) Evening Schools.
- I. Colleges and Universities: (1) Fixed capital, [from buildings and grounds, improved lands]; (2) Annual revenue, [from funds, from tuition]; (3) Libraries and apparatus; (4) Faculties; how many and number of each; (5) Number of pupils in each course of study; (6) Annual cost per pupil; (7) History of college work in Missouri.
- J. Educational Literature: (1) Educational journals; (2) Educational text-books; (3) Educational reports.
- K. Biography of Eminent Educators.
- L. Teachers' Associations and Institutes: (1) State; (2) County; (3) City.
- M. Normal Schools: History of their establishment and brief account of their present condition.
- N. Discipline and management in the school room.
- O. Examination and appointment and terms of services of teachers; their salaries.

E. FINANCIAL.

Each school should provide sufficient funds, by holding spelling matches or by securing donations, or otherwise, to pay the expense (a) of photographs, [which must be mounted on stiff cards but not framed]; (b) portfolios, [for photographs, maps, drawings, etc.]; (c) for binding the written examinations; (d) for transportation of the same to the Centennial Headquarters in St. Louis. All funds so collected, after payment of necessary

local expenses, should be remitted immediately to Hon. Thos. Allen, President State Board of Managers for the credit of the State Centennial Fund.

GEORGE MILLS, SECRETARY.

W. T. HARRIS, CHAIRMAN.

DANIEL D. READ, Prest. State University.

R. D. SHANNON, State Supt. Schools.

J. B. MERWIN, St. Louis,

O. M. BAKER, St. Louis,

J. M. GREENWOOD, Kansas City,

JOHN S. CROSBY, St. Joseph.

J. N. COOK, Clinton,

Of Sub-Committee on Education appointed by State Board of Centennial Commissioners.

The plan indicated in the above circular was perhaps well adapted to make the Missouri exhibit an interesting feature at Philadelphia. Certainly the pictorial phase of it could have been made so if no expense had been spared. One would have been highly gratified at the Vienna Exposition for instance, to see education in Italy illustrated by photographs of every description of school in Italy, north and south, east and west, in the cities and in the remote country districts—photographs showing the buildings, exterior and interior, the grounds, furniture, apparatus, and more important than all these, the *personnel* of teachers and pupils in their every-day attire, showing even the features of many. All this, accompanied by statistics written or printed on the margin of the pictures, would have given one a more vivid realization of the actual condition of education, and of the difficulties which it had to encounter than any other scheme could have done. But it was not expected that such a collection of photographs could be made except at the expense of the Centennial Board of Commissioners, and only the small sum of \$5,000 had been set apart by the Legislature for the collection and exhibition of the vast resources of Missouri, vegetable, animal, and mineral, commercial and manufacturing.

The result was that very few—next to none—of the country schools held in log-cabins, mud huts, etc., were photographed. There was of course some so-called "State pride" in this matter which objected to the exhibition of the lowest phases of education in Missouri. But the majority well understood that it is no disgrace in a newly settled country to possess

ing school-houses or even school-houses made of turf or *adobe*, if the settlers live themselves in such dwellings. It is rather to the credit of such settlers that they have provided for education even in the first years of their occupation of the wilderness. In older countries, perhaps in the "back-woods" of Spain or Italy although settled by a civilized race for two thousand years and more, would one be likely to find even this rude symbol of the public school?

The Sub-Committee to whom was entrusted the work of collecting and preparing the educational material, was at an early date enlarged by the addition of the following active members: Messrs. Eber Peaseck, Wm. C. Wilson, Leo Rasiennr, and John A. Leavy forming the "Centennial Committee" of the St. Louis School Board, Messrs. M. S. Snow, C.M. Woodward, C. S. Pennell of Washington University, Rev. D. J. Doherty of the Catholic parochial free schools, Miss Anna Sneed of Kirkwood Seminary, Jas. E. Kimball, of Committee of St. Louis Principals, G. T. Murphy Commissioner of St. Louis County and others.

Owing to the financial depression alluded to, the Committee found itself obliged to rely chiefly upon the action of the Special Centennial Committee of the St. Louis School Board above named, for funds. Under their sanction a series of public concerts were given at the Mercantile Library Hall in this city, and the total net proceeds of \$1,585.20 appropriated to the expense of packing, transporting to Philadelphia, providing cases for exhibition and an attendant to take charge of the same during the summer, as well as of the repacking and preparing the goods for reshipment to this city. The railroad companies agreed to return free of expense from Philadelphia all goods that had been sent, at full rates, over their lines to the exhibition.

The exhibition for nearly six months was under the charge of Mrs. Ione H. Evans, whose services gave complete satisfaction in every respect.*

* In a report to the St. Louis School Board, Jan. 9, 1877, made by the Centennial Committee, the following acknowledgment was made in behalf of services rendered:

Mr. Hallowell, the gentlemanly Secretary of the Philadelphia Board of Education, kindly acted as the disburser of the funds expended in Philadelphia.

The following is a rough estimate of the entire expense of the State exhibit :

Cost of St. Louis Exhibit.

Printing.....	\$ 262 35
Binding.....	115 35
Boxes.....	10 15
Miscellaneous.....	42 75
Material.....	50 00
Kindergartens.....	200 00
Photography.....	500 00
Total.....	\$1,180 60

Cost of the exhibit from other parts of the State (estimated)

Printing, binding, etc.....	\$ 800 00
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Cost at Philadelphia.

The cost of transportation, cases and attendance for the State exposition is nearly as follows:

Attendance.....	\$ 250 00
Supervision, expenses of travel, etc.....	200 00
Clerk hire, in preparation.....	300 00
Cases.....	250 00
Freight expenses.....	200 00
Total.....	\$1,200 00

The entire exhibition must have cost upwards of \$3,000, of which \$2,380.60 was furnished by the Centennial Committee of the School Board.

It is a matter of great regret that the many excellent school systems scattered throughout our State could not have been fully represented at Philadelphia. The institutions and city systems which aided the St. Louis Public Schools

"Your Committee desire to mention as persons to whom this Board and the State Committee are under obligations, Mr. H. W. Hallowell, Secretary of the Philadelphia Board of Public Schools, who assisted your Committee in obtaining suitable help and in paying the same; Mrs. Ione H. Evans, who took charge of the exhibition for nearly six months and proved herself faithful and efficient; Miss Susie E. Blow, who prepared the Kindergarten exhibit, furnishing the material at her own expense and also providing cases for it at Philadelphia and giving her personal supervision to its display. They have also to acknowledge the obliging attention of Hon. Thos. Allen, the President of the State Board."

in making an exhibit attracted much interest and favorable comment from the visitors.

The educational material of our City Schools returned from Philadelphia is to be deposited in the Public School Library for preservation.

The following is a catalogue of the Centennial Educational exhibit of Missouri:

(a) *St. Louis Public Schools.*

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(b) *General Exhibit.*

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**Reflections on the Educational Significance of the Centennial
Exposition.**

Our centennial anniversary of American Independence has been made the occasion of a vast exposition of the industrial resources of all nations, American and foreign. Of world's fairs—that have become a frequent event since 1851—this of ours has been the largest in extent and the most numerously attended,—and it has been a financial success. Thus far, our national vanity has been gratified, and with many strengthening grounds. We had but a little while before emerged from a bitter and exhausting civil war; we were plunged into the midst of severe business prostration just at the time when we were taking the first steps to inaugurate this exposition, and the distress incident to such prostration yet remains with us. Worse than all, we have been visited with unhappy political maladies. Where a country is governed by parties, each party finds its limit not so much in

national principles or in its own conscience—as in the strength of the opposite party. Each party will do, or tend to do, what the other party will allow. Therefore when one party becomes *hors de combat*, literally and figuratively, by political revolution within itself, the party in power is subjected to a strain that it can ill afford to stand. Corruption and imbecility in high places result from this state of affairs, and on the eve of our centennial birthday a widely-pervading sense of humiliation was felt by our people. Under the circumstances of so much dismay at crashing fortunes, paralyzed industries, corporations bankrupt, corrupt legislators and executives, and within view of an impending change in party power,—who could have expected a grand result from a national exposition under such auspices?

Quite assuring to us therefore has been the issue of this year. Notwithstanding that sectional jealousies weakened the effects of our efforts, and notwithstanding the vast distances that separated us from Europe and Asia, and the still vaster distances that separated our political aims and achievements from theirs, a noble spirit of co-operation and friendly participation were manifested throughout the conduct of the great exposition. This atmosphere of cosmopolitan humanity was breathed by the millions of our citizens who visited Philadelphia, the past season, and who can measure its educational effect? Littleness and narrowness, stores of egotism, selfish prejudice and exclusiveness have been made less by the same means that have restored our self-confidence before the world, and ameliorated our suffering from political and social disaster.

I. *Æsthetic Effect*.—Considered as a spectacle—as the representation of something which is too vast to be compassed by the senses—the exposition has had a very great educational effect. In plastic art we let a fragment stand for the whole; one moment of the fighting gladiator stands for his whole life; the statue of the Laocoon or the painting of the Transfiguration, portray for us the culminations of long

series of deeds, and present for us in a small compass what is in itself too vast to be seized directly.

The æsthetic feeling demands actual presentation of something to the senses which suggests the whole, or if not the infinite at least the indefinite or immeasurable. Our statistical knowledge of the vast distances of the stellar orbs or of the heights of Asiatic mountains, or of the width of the sea, does not give rise to the feeling of the sublime, but it is given by the attempt to compass these distances by the senses on a starry night, or on a voyage to Europe, or on an ascent of the Himalayas.

An abstract knowledge of the industrial resources of the United States is a very trivial thing,—so many kinds of raw materials, so many species of manufacture, such and such means of transportation and transit, and the annual quantities of each. This does not affect our imagination. But bring together these industrial resources by samples and representations as at Philadelphia, and the impression rises to the height of the sublime. Thus the æsthetic effect of the great exposition is a very important item to consider in weighing its educational effect upon the people. The industry of the world was collected there in its bewildering variety, and not *scattered* around, but *crowded* into buildings covering fifty acres, with some hundreds of miles of avenues lined on both sides with the commodities of human art.

The manifestations of electricity in a child's toy are ridiculous, but when massed in the thunder-storm they are sublime. As a people, we Americans are somewhat familiarized with exhibitions—county and town and state comparing the products of their industries. Though they are important displays of the power of the organized community, they have become common, and the popular mind is not very much aroused by them. This indifference is an unmistakable indication, however, of an advanced stage of growth in the popular conceptions. The consciousness of its own strength on the part of a community is thus quite clearly defined. The citizen forms an accurate conception, not only of his own

realized strength, but also of the strength of the community, through the symbol which these exhibitions constitute. But, while the individual has had quite an adequate symbol of the minor community to which he belongs, he has had no adequate one of the nation as a civil and industrial aggregate. The ascent from a village fair to an international fair is an ascent from the trivial to the sublime. The mass of commodities displayed at Philadelphia on either side of the avenues aggregating to hundreds of miles, was simply too vast for the inspection of one individual. If he managed to get over 10 miles of the exhibit, to-day, and the same amount, to-morrow, he still had the prospect before him of six times as much more awaiting his attention, and what mortal was strong enough to hold out for half this work? His powers of attention and observation were completely dissipated by the time he had visited the exhibition for three days. I do not speak of the comparatively few visitors who had seen other national exhibitions and had become familiarized with such scenes—but millions of our fellow-citizens went away from Philadelphia with a new experience—a new conception of the might of the social whole in which they had grown up, and a deeper realization of the purport of the civilized world whereof our nation forms only one member. It is true: the collection of industrial products there made was only a merest fragment of the total wealth of this nation and of other nations, but its value was symbolic, and the transcendent magnitude of what was there, elevated the thoughts toward the not visible sources that lay beyond.

Counting at its proper estimate the effects of this spectacle as an æsthetic one, we need not be told of the great influence of former world's fairs upon the people of Great Britain or of France or Austria—changing the character of their industry and of the education preparatory thereto, to see what great changes are to follow among our own people because of this visible realization of national industrial power.

From enlarged conceptions, issues forth new and more potent directive power. From the lessons learned during the

war of the possibilities of national combinations, arose on every hand undertakings of far greater comprehensiveness than had ever been conceived before by our commercial directors. It is this education of the conceptive power through the phantasy that we are to count as the most important educating effect of national exhibitions.

II. *The relation of Industry to Education.*—Each individual who visited the Centennial Exposition, to some extent must have measured its results by the standard of his guild or profession. The artisan, the manufacturer, the merchant, the artist, the professional man, looked into and critically estimated some province which was practically familiar to him. The teacher of youth likewise looked after the outcome of the exposition as relates to the matter of school education.

In a nation whose boasted self-government claims to rest on free school education of the masses, doubtless its school-teachers had a better right than most people to congratulate themselves upon the general result of the exhibition, and to see exultingly in the vast display chiefly the result of educated intelligence and skill. They may not be blamed if they saw there the influence of school education as an essential factor in the quality of versatility everywhere manifested in American skill. They were doubtless right in tracing the same influence of school education in the products of skill of foreign nations. A little consideration will discover the grounds of their justification.

The most advanced civilization of our day has entered what may be designated as a third epoch of industrial history. The first epoch is one wherein little or no division of labor exists, and wherein most of the combination is in the interest of the protection of life and means of subsistence from the foes of the state. In the imperfect political forms then existing, the citizen cannot devote his best energies to productive industry—the best talent must be devoted to the state in its military aspect, and the consequence is that slaves and women are compelled to attend to the industries and to provide food,

clothing and shelter for the necessities of life. Under such circumstances division of labor and combination is not possible to its full extent. When the State becomes settled and its limits have extended so as to include under one government the many smaller tribes and principalities that were never able to live in peace when independent, but were forever entering as factors into a process of mutual hostility—then settled peace comes, and division of labor is possible where productive industry becomes recognized as a function of freemen.

The second epoch of industry is this one of division of labor as the supreme principle. "Divide and conquer" is its motto. It limits the training of the laborer to a single simple function or activity so as to secure thereby the greatest possible skill and rapidity of production. Such concentration of individual energy upon the parts of a process is possible only where combination can be easily effected between the different kinds of workmen and thus the finished product turned out by the association working as a single individual. This second phase of industry is not accompanied with the corresponding enlightenment of the individual laborer. It aims at infinite specialization: at concentrating the entire energy of the laborer upon one simple movement of the body, and thus reduces the human being to a machine and tends to narrow his intellect correspondingly. The dreadful effects of this cramping process upon the human form and intellect are scarcely exaggerated in Charles Reade's novels, and the same idea transfigured as the conviction of the race appears in northern mythology as the story of the dwarfs, or in Greek mythology as lame, limping Vulcan, or still lower down as the brutish power of the Cyclops. The obverse of this idea makes the isolated dweller in the country, the attendant upon herds or the tiller of the soil, still more nearly an animal. He becomes a faun or a satyr, and lacks in social qualities even what the dwarfs possess.

But out of the second phase of industry, by a sort of dialectic necessity, proceeds the third. The ultimate tendency

of the division of labor is to sub-divide each process for the sake of acquiring skill, until a maximum of simplicity is reached. It is here that the aid of machinery comes in. The simpler the movement, the easier it is to find a mechanical process that can be substituted for that of the human hand. When a number of simple mechanical processes are discovered, the directing mind of labor begins to invent combinations of machinery and with this enters the third epoch of industry. Machinery continually grows more complex in this epoch, and tends continually to invade the province of the mere hand-laborer, and to render him useless by providing cheaper and more certain means of accomplishing his work.

To the narrow, simple mind of the mere hand-laborer, the avatar of machinery appears as a direful portent,—all-destructive of his means of subsistence and of his very *raison d'être*. But the genius of humanity—Divine Providence—uses machinery as the instrument of individual freedom. The appliance is two-fold:—

1. The first effect of machinery is to increase very largely the productivity of the individual, and to cheapen the products of industry. Thus, when things are readjusted, the former hand-laborer finds himself producing more, and able to purchase his private supply with less money. The social whole gets better fed, sheltered and clothed, with less labor than formerly, and has therefore surplus time to produce ornament and to educate itself.

2. The second effect of machinery is to elevate the laborer by demanding of him a higher quality of labor. Mere hand-labor required the minimum of brain effort. But when man is set to directing machinery, he becomes less a hand-laborer and more a brain-laborer. He must understand the combination of movements in his machine, and must exercise watchfulness and forethought. The epoch of machinery continually tends toward the production of more and more complex machines, combining many formerly separate trades in one machine, and, as a consequence, requiring of the

director of the machine greater power of combination. Each laborer now comes to stand where the overseer or supervisor stood before. The tendency of machinery is therefore to remove the laborer as far as possible from mere hand-work, and to demand of him alertness of mind and versatility—exactly opposite traits of mind from those produced by mere division of labor. Mere brute force being in abeyance, it is noticeable that woman becomes more equal to man in the third epoch of industry, and a sharer with him in all forms of labor.

Whereas the principle of mere division of labor tended toward the complete reduction of him to a hand or a foot—a brute force—and demanded of him the minimum of brains, and therefore did not stimulate or encourage school education, the new principle of labor-saving machinery makes a direct demand for directive intellect, and therefore encourages education as a means to secure it. The type of this highest phase of human industry may be studied in the Springfield arsenal, in the Waltham and Elgin watch manufactories, in the latest machines for printing newspapers, manufacturing pins, weaving ribbons carpets, etc. This form of industry requires general intelligence in the workman as an indispensable basis, and the school education which is thus rendered necessary reacts again upon the industry, making new and subtler combinations of machinery, and continually emancipating the laborer from drudgery.

If, in the state of barbarism, only one in a thousand can be spared for the work of ornament, in the stage of the division of labor at least one in a hundred can be reserved for the production of the beautiful, and in the epoch of machinery the number devoted to art and culture increases to one in ten, and, prospectively, beyond that.

From these considerations it is obvious that the educator had much to look for in the products of machinery in the great exhibition as directly related to the progress of school education.

Wherever there is evidence of versatility of skill in the individual workman, or evidence of high directive power, there is equal evidence of school education or its equivalent.

III. *The Recognition of Education in Expositions of Industry.*—This correlation of productive industry with education has been recognized in the most recent of world's fairs. In the Paris Exposition of 1855, there was a sub-division devoted to primary education, and again in that of London of 1862, the class "education" appeared in the schedule. The primary schools of France made a show in the exhibition at Paris in 1867. At Vienna, in 1873, we all became interested in the educational department, and prepared to do a much greater work in our own international fair, to be held at the approaching centennial anniversary of the birth of our nation.

In the first act of Congress relating to our great exposition, its purpose was defined to be "to celebrate the one hundredth anniversary of American Independence, by holding an International Exhibition of arts, manufactures, and products of the soil and mines, in the city of Philadelphia." Under this description education would scarcely be included as a subject for display. But in the act creating a "Board of Finance," its function is spoken of as the "exhibition of the national resources and their development, and the nation's progress in arts which benefit mankind." The latter definition is sufficiently broad to include every phase of education, as well as all the other arts or sciences relating to the nature of man, or contributing in any way to his life, liberty or the pursuit of happiness. Nevertheless, the primary idea of our own exposition as well as of those that had preceded it was the presentation of products of agriculture, mining and manufacturing, rather than a presentation of the means and appliances used in all vocations of man as a social and political being.

Doubtless the time will come when the products and appliances of education will demand and receive more explicit

recognition from the managers of world's fairs—perhaps equal consideration will be shown it with the fine arts—but certainly, the attention it received at Philadelphia was very gratifying both as regards the amount of space assigned and the earnestness of the appeals of the commissioners, seconded by the national bureau of education, and, finally, as regards the number of visitors who inspected the educational exhibit and studied its lessons.

In the schedule of classification, the topics of education are collected chiefly under the following heads:—

Class 300. Elementary instruction (infant schools, kindergartens, arrangements, furniture, appliances and modes of training).

Class 301. Higher education (academies and high schools, colleges and universities—their instrumentalities and appliances, organization and products).

Class 302. Professional schools (theology, law, medicine, surgery, dentistry, pharmacy, mining, engineering, agriculture and mechanic arts, arts of design, military schools, naval schools, normal schools, commercial schools, music schools).

Class 303. Institutions for unfortunates (asylums and schools for the blind, deaf, dumb and feeble-minded).

Class 304. Educational reports and statistics (national bureau collections and detailed accounts of the educational systems of states, cities, towns, colleges and professional schools).

Class 305. Libraries (history, reports, statistics, catalogues).

Class 306. School books (text-books, books of reference, charts, maps, catalogues and manuals).

Class 307. Miscellaneous literature, newspapers, technical and special journals, illustrated papers and periodical literature.

Class 310-11-12 included institutions and organizations for the increase and diffusion of knowledge (learned and scientific associations, museums and collections).

Under these several heads and that one including miscellaneous books, one certainly could find place for the educational appliances that are potent in this age.

IV. *The Exhibition of Books.* The school does not claim as its own exclusive property all of the educational appliances. Very few, in fact, belong to it exclusively—and almost the highest function that the school can claim is this: that it gives the pupil the technical training requisite to enable him to use for himself the means of education. It gives to youth the ability to read and write, and his whole subsequent life is a perpetual self-education through the instrumentality of the printed page. Miscellaneous books, newspapers and periodicals do not belong to the school, but they succeed it, and are by far the most potent educational energy in the civilized world at this time.

It is indeed a source of gratulation that the college and university do not usurp in this age so important a position as they did in the thirteenth and fourteenth centuries—before the art of printing. When the only way to learn a new discovery in science was to visit the university and learn it from the oral lectures of the discoverer, the diffusion of learning was necessarily slow and imperfect—a sort of tradition from mouth to mouth. The printed page emancipates all and each from this traditionary lore, and gives to all, whether near or far, equal access to the original exposition of the master. A little of initiation in the school serves to give the keys to the store-house of the wisdom of the race. Our higher schools and colleges are no longer absolutely essential to higher education, but are only very useful auxiliaries to it. They are essential, not to the individual, but to the system. They reach with their healthful stimulus and proffered facilities the great masses of youth who would shrink from the harder course of mastering the wisdom of the printed page before they had received higher degrees of initiation than the primary school afforded.

In the exposition at Philadelphia the art of book-making and newspaper-printing was amply illustrated by Germany,

the United States and Japan. The school-book manufacture was specially prominent. In view of the principle before alluded to, viz.: that the printed page is the central light of modern intellectual education, this department of school books is a very important one. Great achievements have already been made in adapting the book to its needs—still greater ones are to come in the fullness of time. On the one side, the school-book must yield considerably to the wants of the youthful novice. It must approach by gradual stages the severe technics of science and the fullness of human experience that surcharges the national literature. Ingratiating itself into the childish confidence by familiarity with his narrow circle of experience and with his limited vocabulary of expression, the school-book must make interesting incursions into the provinces that lie on the border-land of science, literature, and art, carefully grading them to the growing capacity of the pupil. When the youth has learned to read with interest and understanding the book of science, literature, or philosophy without needing dilution at the hands of the text-book maker or the living teacher, when he can verify what he reads by critical comparison of authorities, or by independent experiments and scientific investigation,—he is beyond the need of the school.

V. *New and Old Methods.*—In order to see more clearly what scope the educational exhibit had to take in order to present the data essential to a correct judgment of systems, it is necessary to consider the question of Methods.

The method of the school is two-fold, as related to the will directly, or to the intellect: (a) Method of Discipline; (b) Method of Instruction. The former is more directly moral, the latter intellectual.

The primary fact of human nature is the participation of each in the life of all—upon this depends all progress from barbarism toward civilization. The great practical lesson for the youth to learn is how to combine with his fellows so as to aid and not to hinder them. Each individual of the com-

munity must reinforce its result and not weaken it. Not only this, but each individual must so act as to reinforce himself—the efforts of one moment, day or hour, must be such as to combine with those of the next, and produce an aggregate result. The total of the separate endeavors must be directed to one focus, and days be reinforced by the years.

This great lesson of combination with one's fellow men by the individual man—and of the particular moments of time into one grand result—is the one lesson of school discipline inculcated under never so great a variety of forms.

(1) There are punctuality and regularity; without them concert of action is destroyed, time wasted, labor wasted, and mutual confidence weakened. A school without regularity and punctuality is, as we express it, "demoralized."

(2) Next there is silence, self-control as manifested in the repression of the impulse to prate and chatter. Human character gains in depth only through the ability to hold back the impulse to immediate reaction against one's first impressions, and to allow the second and third and subsequent impressions to follow, until the permanent and invariable is discerned amidst the shifting surfaces. The effect of noise is distraction; silence is the parent of attention.

(3) Attention in school is of two kinds: (a) to one's own work, absorbed in individual investigation regardless of the occupation of one's fellows, (b) to the work of others—as in a class recitation wherein each pupil is alert, watching the process of interaction between the minds of his fellow-pupils and that of the teacher; himself participating. The pupil's industry consists of these two kinds of attention.

With the power of attention, moral and intellectual forces unite. Attention is intellect acted upon directly by the will, and without such combination with the will, there is no such thing as higher insight or thinking.

Moral instruction in the form of disciplining the pupil into habits of truthfulness, honesty, courtesy, justice and kindness, belongs incidentally to the school, and depends largely upon the *personelle* of the teacher. All virtues fasten easily

to the child when he has once broken up his animal naturalness by the habits of strict punctuality and regularity, silence, attention and industry. For industry denotes the ascent above the stage of immediate animal enjoyment, and the attainment of gratification through self-sacrifice. Self-sacrifice for a rational end is the root of the moral tree. Without this in its elementary forms of regularity, silence, attention and industry, all formal inculcation of morality is a painful farce.

As regards the method of instruction, there are the so-called oral and text-book methods. The oral method is the liveliest and most inspiring. The teacher is the fountain of information, and the pupils are kept alert by causing them to contribute their knowledge and criticisms to the subject as it develops. The defects of the method are: (1) its liability to throw most of the work upon the teacher and too little upon the pupil. The object of the school is to make the pupil work—rather than the teacher work. (2) If, in order to give the pupils work to do in the preparation of their recitation, the teacher falls into the habit of dictating lessons to pupils, the danger is that the pupil wastes most of the time devoted to recitation in constructing a poor quality of manuscript text-book, and the recitation degenerates into a monotonous and profitless affair.

Again, the teacher being the fountain of information in the purely oral method, there cannot be without discourtesy such freedom of discussion of the views of the source of information as there can when a text-book is used in which teacher and pupil have no further interest than to prove its truth.

The text-book method has the advantage in developing, in the best manner, the first kind of attention above described—that of absorption of the pupil upon his own work, utterly oblivious of teacher or fellow pupils. When the pupil has mastered the subject, as he thinks that it is presented in the book, the well conducted recitation tests his work, and exhibits to him the different constructions which may be put on the same words; it enlarges his view of the subject, shows

him where his own powers of critical attention have failed, and where he has been more acute than his fellows, and thus tends to equalize and develope all of his faculties. It develope in the happiest manner the second species of attention—that of watching a process of thought about a subject carried on dialectically by fellow pupils and teachers—a process in which insight into human nature is developed more rapidly than in any other way. The defects of text-book instruction are: (1) It tends to make the teacher indolent, and to let the pupils confine their recitation to the words of the book, thus exercising only verbal memory. It is apt under these circumstances to be monotonous and dull, dogmatic and mechanical: the teacher scarcely investigating the subject beyond the words of the text, and by use of the book in recitation, dispensing even with the mastery of the text. (2) The use of a ready made text-book has the further disadvantage that the teacher takes the order of presentation in the book for granted, and does not discover by original attempts at the unfolding of a subject, what the principle is that guides one from topic to topic. Without this knowledge of the genesis of a subject, the highest and best part of the teacher's work fails.

The method of "original investigation," as I have named the highest method, is that which combines the advantages of both the former methods: (a) secures the first and second species of attention; (1) independent industry, and (2) critical investigation of the results of others, and in addition puts itself in the place of the teacher in the fact that the pupil is taught how to study the evolution of a subject for himself, and to learn not merely its dead results, but its living, historical process. He is taught how to make a text-book as well as how to critically examine and verify one. He is taught how to inaugurate and conduct original investigations upon a subject, whether that subject be a thing of nature requiring the use of the laboratory, the microscope, or the scientific expedition, or whether the subject be a thing of the mind, requiring the analysis of patient thought, or the laborious historical research and sifting of authorities.

Doubtless the former generation of educators in this country laid too much stress upon the mere mastery of the technique of the book and the initiation of the pupil into the method of mastering the printed page. The new avatar in education that has descended here in this land, brings with it a reaction in favor of the other phase of education mentioned, to-wit: the verification of book learning by independent experiment and true scientific investigation. Our educational methods are gradually undergoing revolution all over the country so far as *instruction* is concerned, so as to adopt the "method of investigation" in place of the old method, which is spoken of contemptuously, as the "cramming-text-book method." The new method is all-worthy of adoption, but the old is not sufficiently valued. Hence we have extremes and unnecessary one-sidedness in the newest devotees of the method of investigation. The tendency is, of course, to neglect the printed page and the critical comparison of authorities, and to confine teaching too much to individual experiment and original investigation. It must never be forgotten that the school has its chief work in initiating the pupil into the accumulated wisdom of the race as a preliminary to his original additions to the same. Unless he knows what has been thought, observed, and done, he runs the risk of traveling round in a narrow circle of his own, and wasting his life in repeating discoveries long since made. Hence in early life, there predominates the assimilating stage of education; in maturer life, the stage of original acquisition.

And yet, even in this characterization of the difference between the school and practical life, we are apt to underrate the assimilative stage. For inasmuch as all human life is vicarious, and all mankind are made by means of spoken and printed language to live for each individual—so that each individual is able through language to participate spiritually in the experience of the race without being obliged to suffer the terrible throes—the agony and sweat of blood—that that experience has cost in the aggregate—it follows that the greater part of life is after all the participation in the life of

the race and its assimilation, rather than exclusively original experience. The race transcends the individual almost in an infinite potency. What are the senses of one scientific man to the aggregate senses of all scientific men? What is the thinking of one philosopher to the thinking of all philosophers? The physical labor of one man is insignificant compared with that of the community; still less potent is the unaided might of the individual thinker,—experimenter or literary man. Genius is the ascent of the individual into the vision and will-power of the race—so that he is guided by the universality of mankind, and is a fit guide for others. Without this participation in the common mind and experience of the race, the individual cannot achieve anything except erratic and negative endeavors. He conspires against humanity. He mistakes idiosyncrasy for originality, and his life is a profitless attempt to dispense with sunlight and to see the world by the shine of his own eyes. The outcome of such seeing is hallucination and the spectre-world.

This is more evident when we consider a moment what our greatest men of science owe to others of their kind. A Humboldt, a Ritter, an Agassiz, a Du Bois Reymond, a Huxley or a Tyndall seem to give in their writings encyclopædic summaries of the total results of human investigation. The great original contributions that they have made seem and are only small points in the knowledge they have learned from others.

Hence care must be taken not to undervalue the old pedagogic method of critical sifting of the text-book lessons as an initiation of the pupil into the method of availing himself of the experience of mankind. Its compass did not include all, but, if a choice must be made, it included what should be first chosen.

But the new method of investigation deserves all the admiration it receives, and, indeed, more. It does not, when rightly understood, conflict with the method of critical comparison of authorities, but is a valuable supplement to it, not to be dispensed with, after a fair trial. We do right in

anticipating very marked results in the rising generation educated under this new method.

VI. *Exhibition of the Method of Investigation.*—At the centennial exposition, not the least interesting feature in the educational exhibit was the prominence given to the phases of the new method. Notwithstanding, as is well known, our American schools are thoroughly built up on the basis of text-book instruction—good teaching everywhere being that which makes the pupil learn first from the book by unaided efforts of his own what he can, and then, in the class recitation, probes his acquirements critically, and builds up in him correct habits of study,—notwithstanding this, the belief in the new method of investigation is so one-sided and revolutionary that the most glaring and ostentatious part of each educational collection consisted of means of illustration, or of physical monstration. In one state's exhibit, a stranger would have supposed that ornithology and taxidermy was extensively taught, because so large a portion of its space was filled with cases of stuffed birds; another state seemed to be devoted especially to teaching the construction of machinery; another to instruction in economic botany; a fourth to the drawing of maps; a fifth, to the metric system; a sixth seemed to pay more attention to kindergarten instruction than to book-learning; and everywhere the evidence that American schools are devoted to free-hand drawing was overwhelming.

Since it has become common in this country to blame the text-book method, and to lay great stress on oral instruction, most schools seem to prefer to let some form of object-lessons pass as the type of their instruction-method; and a teacher is prouder of his collection of bugs or "native woods" or specimens of rocks and fossils than he is of a new method of teaching how to read and write. It is fashionable to speak of the "objective method" as applicable to all branches, even those of grammar and arithmetic. This general application may be claimed for the method of investigation, but the

object-lesson system can be used only for a limited number of topics.

But the educational exhibit at Philadelphia had another reason for its one-sidedness. From the beginning, it was felt everywhere that it would be impossible to show up the products of education as the products of the farm and workshop are presented. Education produces cultured human beings, and these cannot be placed on exhibition like grain or cloth. Neither can the methods of education be shown to advantage, except in the school-room. Only the physical appliances can be well shown. These are the buildings, furniture, apparatus and books. These appliances do not have so direct a relation to their product, as the plow and the reaper do to the grain, or the spinning-jenny and the loom do to the cloth. But as buildings and furniture have a very serious influence for weal or woe on the health of children, these, at least, are of value as items of exhibit. (A difficulty here presents itself: the tendency is to exhibit an architect's model rather than the actual school building in use; and the enterprising manufacturers get in their specimens of school furniture and apparatus in place of that commonly used in the schools. This has its advantage for those seeking the best models, but is altogether misleading to the stranger who wishes to form a judicial estimate of the condition of the schools of a State from its exhibit.)

VII. *Written Examinations.*—The next features that were found presentable related more nearly to the legitimate products of the school. These were the written exercises, and the various phases of drawing. As regards written work, one is often left in doubt as to its genuineness, knowing the strict precautions that are necessary to prevent communication between pupils while answering the questions, or to prevent them from getting aid from books or papers. Nevertheless, the written work of pupils remains the most adequate presentation of the results of instruction. The handwriting, spelling, use of language, clearness of definition, accuracy of

instruction, breadth of thought, neatness of habits—all these may be judged from the written examination of a pupil if faithfully performed.

But it is almost incompatible with the idea of an exposition, to present its material in the form of books, and to require a minute and careful examination in order to form a comparative estimate of its value. It is true that a special commission sent to report on education might, in the course of a season, go through, with some degree of attention, the thousands of volumes of pupils' work presented at such an exposition, and report the relative merits. The most profitable investigation would still remain to the commission; it should proceed to visit the localities that sent the best work, and study the methods of instruction there practiced. For it is not the knowledge of the fact that this or that place excels in its work, which is of value, but the knowledge of the method of its accomplishment.

It, therefore, happened that the richest and most adequate part of the exposition of education at Philadelphia was totally neglected by the many who climbed to the galleries to see it; and it was only partially examined by the most assiduous and careful of inspectors.

VIII. *Drawing*.—Drawing fared better than written papers, because it admitted of more easy examination. Where the drawings were in portfolios, they suffered nearly the same neglect as the written examinations; when they were framed they received a fair share of attention. For the reason that industrial drawing has quite recently become a regular branch in the common schools of most of the cities and towns, and for the reason that its products are suitable for exhibition, perhaps it was the best represented of all the branches of study. It is worthy of remark here that this general introduction of drawing into common schools is directly traceable to the influence of previous world's fairs. The inferiority of English ornament as discovered in the London fair, in 1851, led to the foundation of the South Kensington museum

and ultimately to thousands of art schools to train the taste and skill of its artisans. The immense revolution in the products of British industry as regards æsthetic value, became known through subsequent world's fairs, and other nations have copied English example. It is a strange thought that this simple change in the course of study of our common schools, making industrial drawing a regular branch of study, and laying great stress upon it, will be sufficient, after a few years, to modify the national character. Hitherto, the Anglo-Saxon character has been the dynamic—if I may use the expression—given to dealing especially with dynamics; a race that most distinguishes itself in inventions that develop and direct vast natural forces for useful purposes. It is the race that cares for use rather than for beauty, and its dreams as well as its waking thoughts are given to the dynamic aspects of the world. But drawing deals with form and with light and shadow—external seeming—appearance. This is the opposite of the dynamical. Long cultivation of the mind of the race in this new direction will cause it to lose its strength in the dynamic direction, and gain correspondingly in the talent for the observation and reproduction of form. Observation is a general name in psychology; but its special forms of activity are numerous and by no means mutually strengthening. To cultivate the faculty of observation of external form is perforce to neglect the observation of the strength and force involved. Doubtless the Greeks, of all peoples, had developed the greatest ability of seeing the outlines of objects. The Greek would never tolerate in an ornament or work of art an outline that was incompatible with self-movement or freedom—he prized above all the property we call gracefulness. The lines of gracefulness and the lines of useful strength are by no means the same. This reflection may suggest the thought that our cultivation of the study of form is an educational innovation of doubtful value because accompanied by a corresponding neglect of the sense of the dynamic in bodies. But perhaps at this stage of dynamic invention the time has arrived when the best inter-

ests of our race demand a change, and a movement in another direction. However this may be, there is an interesting line of observation open to educators and sociologists at future world's fairs in tracing the action of the study of form in the nation's schools upon that of mechanic invention, and in instituting a comparison in this regard with the French and German productions.

IX. *The Kindergarten.* Next in prominence to drawing, I reckon the kindergarten displays, though perhaps these schools, *de facto*, are, thus far, less a normal part of our educational system than any other department of education that was exhibited at Philadelphia. It must be noted, however, that the intrinsic merits of the kindergarten training, and the devoted enthusiasm of its advocates, are likely to devise methods whereby it may become a part of the primary school system of every town and village. The "method of investigation" pervades the kindergarten instruction throughout. The best part of it, however, is not the mental training so much as the cultivation of skill in the use of the hand and the eye, and the training into habits of politeness and the conventionalities of life, and indeed what may be called morality. For morality begins in forming habits of regularity, punctuality, neatness, silence, observance of forms, self-restraint as regards one's own liking, and the preference of what is good and general for what is selfish or particular. The mathematical training in form and number, given previous to the culture in the arts of reading and writing, is excellent. The child comes from the kindergarten into the primary school with much beneficial training in good habits and strengthened character—ability to occupy itself in its own proper task without interference with others, or direction from the teacher, and more than all, with a reasoning, inquiring habit of mind: and all this without an over-strained cultivation of the intellect and memory, such as is wont to be produced in "infant schools," by giving the child instruction in reading and writing before his mind is mature enough to leave what

is symbolic, and take up what has become purely conventional.

The enterprise in the exhibits of primary instruction was noteworthy. Everywhere one could see an attempt to modify and improve primary instruction by the introduction of more or less of kindergarten methods. Sometimes it took the form of an "Americanized" kindergarten, but more frequently that of a primary school kindergartenized. These experiments will be of great value, if their results are carefully studied. The remark may be ventured, however, that there is a certain advantage in preserving the primary school as it is, so as to require strict discipline and book-study on the part of the pupil. The change most needed is to postpone the entrance to this strict primary school one year later in the life of the pupil, and give him one or two previous years in the kindergarten. Its freedom from strict constraint and its methods of instruction by the self-development of the pupil are indispensable for the child's first school years. But later should come strict obedience to discipline, perhaps external constraint and intellectual training into prescription, and even the mechanical use of memory; for the demands of life require such preparation. The spontaneity developed by the kindergarten training is very important for the development of individuality in the child; but the child cannot be considered as educated until he has acquired a habit of distinguishing duty from inclination, truth from fancy, and work from play, and until he has adopted as a principle of action that of ready obedience—that of yielding his selfish preferences and of bending his neck to the yoke of the general interest, as indicated by the prescribed forms and conventionalities which mark out the convictions of the experience of the human race, practically and theoretically. For its yoke is the only one that is easy, and its burden the only light one. The yokelessness of caprice and arbitrariness is the illusive semblance of freedom. But it is a freedom from subordination to reason, purchased at the expense of thralldom to the bodily wants of food, clothing and shelter,

which cannot be escaped. If each man is to provide for himself in these respects, he must be a Crusoe, and he will end by becoming a savage. If he will have this heavy burden of supplying his physical wants made light, he must share it with his fellow-men, and by division of labor increase the productivity of each member of society a hundred-fold, and make the whole earth tributary to each man, woman and child. Social combination, which renders all good possible to the individual man, however, has rules and laws which must be complied with by each member of it, and those rules and laws are essential to the existence of human combination. The child's education must have reference to this at all points of his career as a pupil. But the pressure of prescription must be adjusted so delicately that it will not crush out his individuality in his tender age (as it does in the educational systems of China and India, for example), nor lack sufficient force to secure conformity in his later youth (as it does too often in American private schools, self-styled "select," to attract the patronage of the wealthy).

X. Methods of Organization and Supervision.—Where the pupils are very few the teacher can have no classes, and the relation of teacher to pupil becomes that of the private tutor. The second kind of attention, that has been already described as the most advantageous for gaining an insight into human nature, has no place for manifestation in the smallest school. The recitation consequently lacks, even at best, the most valuable elements. Where, as in the ungraded school the classes are small and numerous, the time for each recitation decreases to a minimum and the teacher must be content to hear the lesson repeated parrot-like without critical investigation, or else consider only a small portion of it each time.

Where the school system is large, classes may be increased in size without bringing together advanced pupils with backward ones,—and there being a few classes to each teacher, time may be found to apply the best methods of instruction and discipline.

In large systems of schools, a two-fold system of supervision becomes practicable :

(a) The supervision of a principal teacher over the work of his assistants—conducted daily. The principal should have regular daily work of hearing recitations himself; he then comes as a teacher supervising the work of the teachers. This species of supervision is adapted to the correction of bad methods of instruction and discipline; to the support of weak teachers who have not learned how to apply all of their strength to the best advantage. It gives tone to the school in general and secures uniformity of standard throughout in scholarship and deportment. It furnishes a high court of appeal in case of the sudden ebullition of passion on the part of pupil or assistant, and thereby reduces to a minimum the direct application of brute force in securing order and discipline.

(b) The secondary supervision is that exercised by the superintendent, who does not teach pupils directly, and whose duties are too general to strengthen and support the weak teacher or to correct individual cases of bad methods in discipline or instruction. His function is to detect general tendencies in methods and to bring together and compare them, one with another, and discuss them with his principal teachers and less frequently with the assistants. This general tendency of methods cannot be readily discovered by the one who is engaged daily in conducting recitations, for the reason that he is obliged to sink his choice daily in a special form of instruction and must enter it with too much intensity not to warp his judgment. Hence the individual teacher is necessitated to enter into the slow-moving dialectic of method, finding it necessary to change slowly to correct his one-sidedness—one-sidedness arising from the fact that all pedagogic drill is repetition, and all repetition is deadening. Nevertheless each change along the circumference of pedagogic method has its centrifugal tendency: It is in danger of a tangential direction, and this can be best observed and recorded by the general superintendent, who,

in his visits, looks not so much after special results as after this matter of general tension and the drift of a school. The most important matters of discipline and instruction are the two species of attention already described in a previous paper, and these are critically observed as the first and unfailing test of the quality of teaching that is going on. The first glance into a school room on the part of an inspector, reveals to him the state of this two-fold attention as secured by the teacher. If the pupils at their seats are all busy with their tasks—silent and industrious, each one seemingly oblivious of all else in the room (including the visitor's entrance)—if the pupils engaged in recitation are each attentive to the words of the one reciting, and on the alert to criticize (though in a decorous and becoming manner) any defect in statement—the inspector is sure that the teaching is effective in essential particulars; and he may see all this in less than a minute.

A powerful means of directing the course of instruction is to be found in the system of written examinations.

As held by the teacher in charge of the class they partake of a technical character necessarily leaning to this side or that, according to the character of the recitations which are still vividly in the mind of the teacher and the class. As held by the supervising principal, they are more general in character, and suggest many points of view different from those brought up in the daily recitations. It is quite likely that the written examinations held by the general superintendent lie still less in the path of the daily recitations. It takes many compensating influences to cancel and remove the bias of a special text-book, teacher, or superintendent. The written examination for its function in securing accurate work, clear definition, and the ability of concise expression, is justly estimated one of the most important instrumentalities. Its defects are obvious: When too much stress is laid upon percents obtained in these examinations, the teacher and pupil are forced into a too narrow routine in order to secure the requisite standard. Breadth is lost for the sake

of height. Moreover, it leads to special study for the occasion, and what is thus learned is not digested nor retained.

Wherever any considerable collection of educational material is got together, the broad contrast between the spirit and methods of city schools and those of country schools begins to make its appearance. Difference in sizes of school systems is a very important consideration, but not the only one. Where only fifty pupils collect into one school, no classification or grading can be established to a high degree of perfection. Some pupils are just beginning their work; some are seven, eight or nine years advanced on the course of study. To place widely different attainments in the same class is to give the advanced ones too little work, or the backward ones too much. Multiplicity of classes necessitates short recitations. Short recitations prevent critical analysis of the lesson, and confine the work of the teacher to a narrow routine; he simply tests the pupil's knowledge of the textbook rather than of the subject independently. But the few classes assigned to each teacher in the city schools get time enough at each recitation to exhaust their powers of attention. The teacher sifts their knowledge, and criticizes one pupil through another. Each one in turn as he recites being the focus of the critical attention of the whole class, it happens that each one learns to see the points of the lesson not only through his own eyes, or those of the teacher, but through the eyes of all the rest of the class, and he learns as much through seeing what difficulties his fellow-pupils have encountered as in seeing how they mastered his own difficulties. But the most important difference between country and city schools appears in the discipline. In the small community, where individuals are comparatively isolated, discipline is of little significance. In the large community, where each individual is brought into close relation to his fellows, and has to act in combination with them if he acts at all, discipline is quite essential, and must be carried out with great minuteness. The great lesson of civilization is to learn how to combine with one's fellow-men. This is

the logical condition of society and of culture. The necessity of a more complex system of discipline in a large school than a small one is therefore not an inconvenience but an advantage. A complex and minute system of observances and regulations—special forms in which pupils move to and from classes, and to and from the building—regulations as to positions of sitting and standing, reciting and studying—all these forms are a valuable propædæutic to fit the pupil for the responsible position in which he shall be called upon to work in an organization and ascend to the place where he shall combine and direct men. Quite frequently, however, it appears to the observer as though these forms were necessary evils, interfering with the best progress of pupils.

At Philadelphia the country schools made no show, except in rare instances, in the work exhibited, and their only sign of existence was to be found in the reports and statistical charts—which showed that a great majority of the youth of the land still depend on the ungraded school for their elementary education. The schools of large villages and of cities furnished nearly all of the educational exhibit. All of the higher refinements of pedagogy belong to grading and class instruction—written examinations, critical analyses, model school-houses, and such things. But this fact should not and does not cause us to underrate the important function of the ungraded country school. It has certain necessary defects, but its merits are also conspicuous as an elementary school. Nor does its absence from the Philadelphia Exposition condemn it. But the exhibition of work solely from graded and classified schools may be taken only for a presentation of what we aim to accomplish in all our schools, though not at all a fair sample of the most numerous class of our schools.

The only foreign school-house on the grounds illustrated the proposed type of Swedish country schools. At the outset we meet in this what strikes us everywhere as a radical difference between American and European society. A vocation there is a vocation for life. It is not so rigid and

immovable as in the caste system of Asia, but it is very widely different from a vocation in our social régime. A small salary, that is never sufficient to allow of the accumulation of a surplus, necessitates the pension system, and it is a common practice in parts of Europe to pension the superannuated teacher. The Swedish school-house was also the private residence of the teacher; a fact which made it well-nigh useless as a model for our country schools, although it had some value to us as a study in comparative sociology. In order to preserve the freshness of the teacher's individuality, we think it better for him to leave the scene of his labors at their close each day, and to retire to his separate home like other citizens.

Of all vocations, that of teaching children is one of the most dangerous for warping and cramping the mind, and demands the strongest safeguards to protect the teacher. We therefore shorten the hours of the day's work to five or six, make five days a week's work, and cut off nearly one-fifth or one-sixth of the year for vacations.

The methods of pedagogy could not be put on exhibition directly, but in many cases could be inferred from the material presented. Such was also the case with methods of supervision and organization. They might be inferred, but they were not directly visible. Altogether the most vivid and interesting evidence of organization was found in the government building. The bureau of education demonstrated its importance and value as a member of the educational system of this country, and I think that every American educator felt some pride in looking at its exhibit and in the consciousness that its report would be the chief means through which our somewhat chaotic display would become a matter of record, and be known hereafter at home and abroad. The other government displays—notably those of the patent office, post-office, the Smithsonian Institute, military and naval departments—gave equal evidence of organization and supervision, and shared our admiration in this respect with the bureau of education. The success of these caused us

to see how important it is in all future displays of the kind to entrust the care of the whole educational exhibit to our national bureau, or to an equally competent commission. The exhibits of those States that were under the direction of the State Superintendent of public instruction vied with our national bureau in evidence of organization, but did not always harmonize with each other, and no aggregate effect was produced.

Doubtless, in future attempts at exhibiting our education, we shall hit upon various happy expedients, as yet unthought of, by which we can show our methods of supervision and organization, as well as methods of instruction and discipline. The bureau of education will do one great work for us by completing its pedagogical museum, so far as showing apparatus, furniture, plans of buildings, school books and reports are concerned.

The presentation of school reports at a world's fair is scarcely in keeping with the general design of such a fair; they cannot be read there to advantage, but become of value chiefly in the private study of the educational officer. But the recognized means of making known a school system is after all the printed report, and accordingly the various State and city exhibits offered in nearly all instances their published reports, and some of them printed, in a neat and convenient form, special reports containing accounts of the salient features of their systems and a catalogue of the items of their exhibits.

XI.—*The Public Library.* Of educational institutions, the public library is becoming one of the most important with us and with other civilized countries. The display of its appliances was not so general and exhaustive at Philadelphia as desirable, but what one saw of it in the Massachusetts exhibit was of great interest. The recent report on the subject by the Bureau of Education* makes an epoch in library-

* "Public Libraries in the United States of America, their History, Condition and Management; Special Report, Department of the Interior, Bureau of Education. Part I, Washington, Government Printing Office, 1876." In this report the aggregate number

history in this country. Systems of classification are useful in the way of methodizing the studies of those who visit the library with thirst for knowledge. They are maps or charts of the domain of human knowledge, and are more important although not so indispensable as the geographical maps or charts which the pupil studies in the primary school.

XII. *Foreign Exhibits.*—In regard to the foreign educational exhibits at Philadelphia, we may apply the reflections already made on the Swedish school-house—they are of great value as sociological studies, but not of use to us as models to be copied literally by our people. We must always interpret them in the light of their peculiar political and social presuppositions. Indirectly they will prove of great service to us in orienting ourselves. Suggestions as to apparatus, hygienic construction of buildings and furniture may, in some cases, have direct value to us.

But very little was done in the educational department by foreign nations, compared with what might have been reasonably expected from them.

With what interest, for example, might an American have looked to Germany for a presentation of some of the features of its famous institutions? Of normal schools, for example, an exhibit such as might have been made of the 174 in the German Empire could not have failed to interest and instruct us. Then if the 855 teachers' seminaries of Europe and the British colonies had all taken part in the exhibition, this one feature alone would have doubled the value of the Centen-

of public libraries of the United States (including society and college libraries, and excluding those of common and Sunday-schools) is set at 3,682; number of volumes, 12,276,964; and also 1,500,000 pamphlets. Besides these libraries, there were common school and Sunday-school libraries, many thousands; the latter, alone, reported over ten million volumes in 1870. Of private libraries, by the ninth census (1870), there were 107,673 returned with an aggregate of 25,571,503 volumes. The compass of this report includes essays on library buildings with illustrative cuts; on organization and management; on administration; on catalogues; on indexes and schemes of classification (our Public School Library scheme is given); indexing periodical literature; binding; periodical literature; reference books; titles; bibliography. It is a mine of valuable information for librarians.

nial to American teachers. The 86 teachers' seminaries in France, the 115 in Italy, the 104 of British India, the 31 of Spain—the methods and appliances of these would have furnished an endless extent of suggestions. But such an exhibit did not present itself. Nor did one see anything to present adequately the colossal school system of Prussia, or the new educational energy as displayed in Italy, France or Great Britain, as to primary, secondary or higher education. What an exhibit might have been made of the work and appliances of the fifty universities of Germany! Or of the equally famous ones of Great Britain!

The question *how* to exhibit in an adequate and legitimate manner the methods, appliances and products of education is, as has been stated, a difficult one, and it admits of only a partially affirmative answer. The Philadelphia Exposition has contributed very much towards the practical solution of the difficulty. To sum up briefly, the following are the elements that may be displayed in an educational exhibit: (a) the kindergarten—its material, furniture, apparatus and products of the industrial occupations, and photographs of buildings and *personnel*; (b) primary and secondary schools—their text books and apparatus, furniture; photographs of pupils, teachers, buildings and grounds; plans of rooms, etc., and such work as drawing, penmanship, written arithmetic, etc., map drawing, spelling, written examinations in the several branches; (c) charts and dotted or shaded maps, showing at a glance various items of statistics as *e. g.*, the distribution of wealth in the different sections of a country; the distribution of population; of school attendance; of the progressive growth of schools and population from date to date; and a variety of similar information—such as was presented in the Indiana, Ohio and Massachusetts educational exhibits at Philadelphia; (d) libraries of the literary works of the graduates of higher institutions—as those of Yale, Williams, and Princeton at Philadelphia; (e) scientific collections illustrative of the geology, botany, or zoology of a country, or of scientific investigations made upon its features.

The following states and countries were catalogued by the Bureau of Education as having at least some articles belonging to the department of educational display.

The Several Foreign Educational Exhibits.

States.	Representatives in charge of Exhibits.
Great Britain.....	Commissioners.
Hawaii.....	Mr. H. R. Hitchcock.
Egypt.....	Commissioners.
Denmark.....	Mr. Thos. Schmidt.
Sweden.....	Mr. Meyerberg.
Italy.....	Mr. Dassi.
Brazil.....	Mr. Ph. da Motta.
Netherlands.....	Commissioners.
Belgium.....	Mr. Gody.
Switzerland.....	Mr. Guyer.
Austria.....	Commissioners.
Germany.....	Commissioners.
France.....	Commissioners.
Canada.....	Mr. May.
Russia.....	Commissioners.
Russia.....	Emanuel Ashleman and August Peters.
Japan.....	Commissioners.

The Native Exhibits

U. S. Bureau of Education.....	Mr. John Eaton or representative.
Massachusetts.....	Mr. and Mrs. P. D. Richards.
Pennsylvania.....	Mr. J. P. Wickersham or representative.
Illinois.....	Mr. A. Gregory.
Michigan.....	Mr. Jacokes.
Wisconsin.....	Mr. Sweet.
New Hampshire.....	Mr. Morrill.
Maryland.....	
Kentucky.....	
Ohio.....	Mr. J. S. Humphry.
Indiana.....	Mr. C. S. Smart.
Hampden Exhibit.....	Mr. J. B. Tour.
Missouri.....	Mrs. I. H. Evans.
Iowa.....	Mr. D. G. Perkins.
Maine.....	Mr. W. Johnson.
Rhode Island.....	Mr. D. G. Perkins.
New Jersey, } Connecticut, }	Miss Ida Hayes.
Stevens Institute of Technology.....	
Froebel Kindergarten.....	Miss Ruth R. Burritt.
American Kindergarten.....	Miss Coe.
Worcester Free Institute.....	Mr. R. M. Gifford.
Cornell University.....	Mr. Geo. W. Loos.
Prof. Ward's Restorations.....	

The English exhibit of the products and apparatus of the South Kensington Museum (in the Art Gallery) was of great interest. The history of the cultivation of industrial art in Great Britain spreading from this center year by year until there are now upwards of 130 schools with perhaps 25,000 students—the recent introduction of some of the features of this museum into Russian and Austrian art-schools—the commentary on the utility of industrial art-schools, furnished in the exhibit of British ceramic art, as well as in those of French, Danish and German—made all displays of art education centers of observation for our school supervisors. The observation forced itself on the thoughtful spectator: Is not this method of instruction somewhat one-sided as a means of culture in the common schools of the country? Ought there not to be greater stress laid upon the cultivation of æsthetic taste in our schools? Are we not giving technical skill in the representation of form to a far greater extent than we are giving the taste in designing what to present? That all children should be trained in the recognition of the merits of the great works of art would be a side of art-education of equal or greater value than the mere technical skill to reproduce form. For there was obvious in the original designing exhibited a poverty of æsthetic invention. What we saw was ingenious, but it lacked the elevating influence of the principle of the Beautiful, (which is freedom realized in grace of movement). There is doubtless a future of realization in this direction in store for us. At all events a study of the ceramic art of China and Japan, of the classic nations of antiquity, of the modern nations of Europe, led one to suppose that taste had something national in it, which, however, became modified by study of the antique. And it was evident that the results of art-instruction left the pupil in many instances unsettled as to which tendency to follow the instinct of the national taste, or the imitation of classic models. The educational exhibit of Japan was in all respects remarkable. The wonderful spectacle before the civilized world of an oriental nation taking the attitude of

an active investigator of the sources and springs of strength and prosperity in distant nations and, what is far more, adopting radical changes in the system of education of its own people, so as to avail itself of recognized advantages—is so unusual as to excite incredulity in the mind of the student of history when he first hears of it. It can be realized fully only by those who see the products of the new spirit and come into personal contact with the able and wise representatives of Japanese education who have visited our shores and inspected our educational systems.*

The educational exhibits of Sweden, Belgium, Switzerland, the British Colonies (especially of Ontario), of Brazil, and of Russia—were the chief foreign attraction in this department. Besides these, Germany made a fair exhibit in books, atlases, maps, charts and globes; France in the same; Italy in relief maps and designs for drawing; Spain in architectural drawings and text-books; the Netherlands in engineering displays, and in globes, maps, etc.; Portugal in scientific instruments; Hawaii and a few other countries in some specialties.

Sweden has provided so well for the education of her people that it is said that nearly every child above the age of 14 years can read and write. Provision is made by the Government also to teach the arts and trades after the common school education is acquired.

The Belgian display showed the care with which the nation looks after its staple industries, especially the preparation of its weavers and lace makers. The Netherlands gave an interesting glimpse of its farms, school for artisans at Rotterdam, where farmers, smiths, carpenters, wood-carvers, masons, etc., are educated.

The Swiss exhibit was more like those of our Western States, giving general surveys, statistical charts, shaded

* The imperial Vice-Minister of the Department of Education of Japan, Fujimaro Tanaka, who visited the St. Louis schools in his tour through the cities of the United States, has recently sent us a full set of reports on Japanese education accompanied by maps and charts illustrative of the same.

maps, etc., together with pupils' work at map-drawing, needle work, etc. (A compulsory law compels Swiss children to attend school from 5 to 8).

The British Colonies vied with each other and with the United States (all children of the same parent nation) in the presentation of resources of all descriptions, and not the least conspicuously of educational means and appliances. Costly models of school buildings, furniture, apparatus, (and an excellent system of supplying it cheaply by the government), reports, and statistics were the items of their exhibit.

The Russian contribution was the Pedagogical museum, containing: (a) *instructive portion*, illustrative of religion, mathematics, natural philosophy, natural history, cosmography, geography, political history, drawing, penmanship, etc. (b) *Educational portion*, illustrative of methods of family instruction, kindergarten, gymnastics, music, class furniture, etc. (c) *Hygienic museum*, illustrative of useful knowledge concerning air, water, food, soil, clothing, work and rest, etc. (d) *Pedagogic Library*, containing 12,000 volumes in different languages and 50 periodicals devoted to education. In all it contained 2,700 kinds of illustrative apparatus.

Brazil exhibited text books, pupils' work, periodicals, apparatus, etc.

XIII. *The Pedagogical Process of Change*.—It is a fact that strikes us as a great paradox when we look over the history of education that nearly all of the reforms in pedagogy have come from radical, negative men—men who were idiosyncratic, and who departed from the beaten paths of society to such a degree as to amount to a deformity. Such were Pestalozzi, Basedow, Jacotot, and a host of reformers that emanated from the school of Rousseau. Although the work of the teacher would seem to be that of initiating the pupil into the conventionalities of civilized life, the school of Rousseau theoretically taught that the end of education is to restore the child to nature. The grain of truth in this spirit of protest against the forms and prescriptions of society lies in

this: Education is to make man conscious of the necessity of conventionalities and usages which he is to wear about him—the clothes, as it were, of his inner spiritual self—through life. And all consciousness begins with negation. Analysis is a process of tearing to pieces, and the fabric of society is thus torn to shreds as preliminary to seeing its necessity by synthesis.

Hence education, more than any other art, lives by new departures. Its growth resembles a vegetable organism rather than an animal organism. It grows by the sprouting out of new life upon the old, and the old becomes in this way the soil and support of the new. Each new branch or twig or leaf is a new individual, rooting in the old as its soil. The animal's limbs are not separate individuals, but in each one he is at home and at one with himself. The animal is one organism in all its members, and has the psychological faculty of feeling, while the plant is a bundle of individualities, and cannot feel, but only live.

Education develops in the child a new thought or trains him to do a new act. Then by endless repetition it reduces the new activity to habit. Repetition is essentially deadening,—the reduction to habit is the reduction from a stage of conscious spontaneity to a state of unconscious, involuntary activity. And yet all spiritual life depends upon this conversion of spontaneity into use and wont. But the process of converting a free activity, a new thought, into an unconscious habit is, after all, the process of freeing the will and the intellect from its concentration on a lower activity, in order that it may energize anew upon a larger synthesis. Without habit, it can make no progress.

"O'er its dead self it steps onward and upward to higher things," says a poet.

But the work of the teacher is in perpetual danger from this source. It treads always upon the brink of the abyss of dull routine and mechanical, soulless, unconscious repetition. Hence the necessity for, and the actual occurrence of, negative and one-sided reforms for the sake of relief from the

soul-killing monotony. The circle of pedagogical change and reform ever revolves. Its general movements are :—

(a) From teaching the entire complexity of a thing to teaching its simplest elements, *i. e.*, from exhaustive treatment to that of smattering.

(b) From beginning with the elements of a thing to beginning with its final results.

(c) From concentration on the intellectual technics to concentrating upon the practical.

(d) From emphasizing the humanities and hastening the initiation of the child into all human combinations and into conscious communion with the spiritual life of mankind, to emphasize the natural sciences and mathematics and hastening the initiation into mechanic art and the means of combination of material objects.

(e) From a striving to give a clear consciousness of every step taught, at once, to a blind obedience to prescription,—learning formulas with only a practical end in view.

This is the dialectic process whose phases have a more or less vivid illustration in every display of pedagogic appliances and results. It is in the light of the necessity of this rhythmic process that we are to study such displays.

If we are disappointed at the outcome of so much labor as was expended, the past year, to represent our educational phases, we must not forget that the enterprise is new with us and new with other nations. Future attempts will be far more successful. And, indeed, rightly viewed, our first attempt is fruitful of problems worthy of our most careful study and earnest reflection.

The foregoing statistics, together with considerations and accompanying reflections are herewith respectfully submitted.

WM. T. HARRIS,
Superintendent.

APPENDIX.



ANNUAL REPORT OF SECRETARY,

FOR 1875-6.

*Office of the Board of the St. Louis Public Schools, }
St. Louis, August 1, 1876.*

*To the Honorable the Board of President and Directors of the
St. Louis Public Schools :*

GENTLEMEN.—The Annual Reports of the Secretary for the fiscal year ending July 31, 1876, are herewith submitted.

1. **BILLS RECEIVABLE**, on hand July 31, 1876.
2. **RECEIPTS AND EXPENDITURES** during the year, from August 1, 1875, to July 31, 1876, both days inclusive.
3. **BALANCE SHEET** for the year ending July 31, 1876.
4. **SCHOOL EXPENSES PROPER** for the year ending July 31, 1876.
5. **REAL ESTATE AND IMPROVEMENTS** for school purposes belonging to the Board, July 31, 1876.
6. **LIST OF UNLEASED LANDS** belonging to the Board, July 31, 1876, for revenue purposes.
7. **LIST OF LEASED LANDS** belonging to the Board, July 31, 1876, for revenue purposes.

MILTON H. WASH,
Secretary.

Bills Receivable on hand July 31st, 1876.

Date of Note.	By Whom Given.	Time.	On What Account.	Amount.
1869, May 21	W. D. Spore.....?	2 years.	Sale of Sixteenth Section.....	378 75
1869, May 21	do	3 "	"	378 75
1872, Feb'y 6	Henry Nolte.....	5 "	Part of Survey 3003.....	145 83
1872, March 1	Wm. C. Bold.....	4 "	Lots 29 and 30, Block 200.....	308 93
1872, " 1	do	5 "	"	292 40
1872, " 1	Daniel O'Conner.....	3 "	E ½ 1, Walnut Hill Add.....	157 93
1872, " 1	do	3 "	"	150 29
1872, " 1	do	4 "	"	142 64
1872, " 1	do	5 "	"	135 01
1872, " 1	John Zukowsky.....	5 "	Lots 24 and 25, Block 200.....	295 00
1872, " 1	Robert Green.....	5 "	E ½ 28, Walnut Hill Add.....	88 83
1872, " 1	Wm. McCormack.....	3 "	W ½ "	103 33
1872, " 1	do	4 "	"	98 83
1872, " 1	do	5 "	"	98 33
1872, " 1	do	5 "	"	88 35
1872, " 19	Swan Asp.....	5 "	Lot 46, " "	88 33
1872, " 19	John Helwig.....	5 "	Lot 3, Block 47.....	255 25
1872, April 13	Mary E. Baby.....	5 "	Lot E and pt D, Block 587.....	483 63
1872, March 14	M. Birkenmeyer.....	5 "	Lots 16 and 17, Block 884.....	387 00
1872, May 26	Frank Intenman.....	5 "	E ½ 44, Walnut Hill Add.....	388 33
1872, Sept. 26	Alex. Kilpatrick.....	5 "	Pt. 24 and 25, Block 650.....	298 50
1872, Jan'y 31	Isaac Russick.....	48 months.	16 ft. 8 in. Block 70, W.....	772 00
1872, July 14	Richard Garstang.....	54 "	11, 12 and 13, Block 47.....	749 06
1872, " 14	do	60 "	"	77 43
1872, " 14	do	66 "	"	723 23
1872, " 14	do	72 "	"	51 06
1872, " 14	do	78 "	"	687 40
1872, " 14	do	84 "	"	25 83
1872, Feb'y 11	Patrick Doyle.....	4 years.	W ½ 24, Walnut Hill Add.....	671 57
1872, " 11	do	5 "	"	116 06
1872, Nov. 14	St. Louis & Iron Mountain R. R. Co.....	4 "	Block 384 and pt. 835.....	110 41
1872, " 14	do	5 "	"	6,400 00
1872, " 14	do	6 "	"	6,400 00
1872, " 14	do	7 "	"	6,400 00
1872, " 14	do	8 "	"	6,400 00
1872, " 14	do	9 "	"	6,400 00
1872, " 14	do	10 "	"	6,400 00
1872, " 14	do	11 "	"	6,400 00

APPENDIX.

V.

1872, Nov.	14	St. Louis and Iron Mountain R. R. Co.	10 years.	Block 854 and pt. 855.	80,000 00
1873, March	8	John Helwig.	4	Lot 2, Block 47.	233 33
1873, "	8	do	5	Lot 2, Block 47.	220 00
1873, Sept.	26	Alex. Taylor.	5	Pt. 24 and 25, Block 650.	126 00
1873, "	26	do	5	Lot 8, Block 202.	119 25
1873, Feb'y	11	Fred. Schudlig.	4	Lot 8, Block 202.	466 66
1873, "	11	do	5	E 1/2 26, Walnut Hill Add.	441 70
1873, March	11	Henry Hutchinson.	3	Lot 11 and 12, Block 200.	88 33
1873, "	11	do	3	Lot 11 and 12, Block 200.	88 33
1873, July	8	Henry Stuckstede.	3	Lot 12, Survey 3003.	540 83
1873, "	8	do	4	Lot 10, Block 200.	513 33
1873, August	9	John Behan.	3	Lot 12, Survey 3003.	485 85
1873, "	26	Jas. Sannett.	3	Lot 10, Block 200.	132 50
1873, "	26	do	3	Lot 10, Block 200.	245 83
1873, "	26	do	4	E 1/2 40, Walnut Hill Add.	233 33
1873, Nov.	11	Patk. Manion.	3	Lot 11 and 12, Block 200.	220 83
1873, "	11	do	3	Lot 11 and 12, Block 200.	88 33
1873, Dec.	9	Richd. Garstang.	5	Lot 9 and 10, Block 47.	88 33
1873, "	9	do	5	Lot 9 and 10, Block 47.	565 41
1873, Nov.	11	John Loyd.	3	Lot 3, Survey 3003.	538 66
1873, "	11	do	2	Lot 3, Survey 3003.	507 91
1873, "	11	do	3	Lot 3, Survey 3003.	155 00
1873, Dec.	11	do	4	Lot 3, Survey 3003.	147 50
1873, "	11	do	5	Lot 3, Survey 3003.	140 00
1873, Dec.	9	John Zukowsky.	3	Lot 7 and 8, Block 200.	132 50
1873, "	9	do	3	Lot 7 and 8, Block 200.	491 66
1873, "	9	do	4	Lot 7 and 8, Block 200.	466 66
1873, "	9	do	5	Lot 7 and 8, Block 200.	441 66
1873, Jan'y	13	Phil. Firmboch.	3	Lot 25, Block 884.	221 25
1873, "	13	do	4	Lot 25, Block 884.	210 00
1873, "	13	do	5	Lot 25, Block 884.	198 75
1873, Nov.	11	John F. Rhode.	3	Lot 13, Block 882.	295 00
1873, "	11	do	3	Lot 13, Block 882.	280 00
1873, March	10	David L. Anderson.	5	Lot 8, Doll's subdivision.	265 00
1873, "	10	do	5	Lot 8, Doll's subdivision.	98 33
1873, July	14	Ann Kavanagh.	3	Lot 13 and 14, Block 884.	98 33
1873, "	14	do	4	Lot 13 and 14, Block 884.	88 35
1873, August	11	Patk. Reedy.	5	Lot 12, Doll's subdivision.	316 63
1873, "	11	do	5	Lot 12, Doll's subdivision.	300 53
1873, "	11	do	4	Lot 12, Doll's subdivision.	294 45
1873, "	11	do	4	Lot 12, Doll's subdivision.	98 33
1873, "	11	do	5	Lot 12, Doll's subdivision.	98 33
1873, "	11	do	5	Lot 12, Doll's subdivision.	88 33
1873, "	11	do	5	Lot 12, Doll's subdivision.	55 00

Bills Receivable on hand July 31st, 1876. (Continued.)

Date of Note.	By Whom Given.	Time.	On What Account.	Amount.
1874, August 11	Park, Reedy.	3 years.	Lot 9, Doll's Subdivision.	147 50
1874, " 11	do	4 "	" "	140 00
1874, " 11	do	5 "	" "	139 50
1874, July 14	Jas. Walsh.	3 "	Lot 14, Survey 3003.	147 50
1874, " 14	do	4 "	" "	140 00
1874, " 14	do	5 "	" "	139 50
1874, Sept. 18	G. H. Timmerman.	3 "	Pt. Blocks 47 and 587, N.	2,312 80
1874, " 18	do	2 "	" "	2,182 20
1874, " 18	do	4 "	" "	2,071 60
1874, August 11	John Walsh.	3 "	Lot 8, Survey 3003.	135 00
1874, " 11	do	3 "	" "	141 50
1874, " 11	do	4 "	" "	140 00
1874, " 11	do	5 "	" "	139 50
1875, April 13	R. Stucker.	3 "	Lot 4, Block 883.	180 33
1875, " 13	do	3 "	" "	172 93
1875, " 13	do	4 "	" "	163 83
1875, " 13	do	5 "	" "	154 60
1875, June 8	St. Louis Cotton Compress Co.	1 "	Pt. Block 839.	773 53
1875, " 8	do	2 "	" "	773 67
1875, " 8	do	3 "	" "	773 65
1875, " 8	do	4 "	" "	18,867 33
1875, " 8	Robt. Green.	1 "	Lots 31 and 32, Block 2306.	325 00
1875, " 8	do	2 "	" "	310 00
1875, " 8	do	3 "	" "	286 00
1875, " 8	do	4 "	" "	280 00
1875, " 8	do	5 "	" "	265 00
1875, " 8	do	1 "	" "	345 00
1875, Sept. 3	J. Hampe.	2 "	Lot 11, Survey 3003.	324 65
1875, " 3	do	3 "	" "	147 50
1875, Dec. 14	Park, Fogarty.	4 "	" "	140 00
1875, " 14	do	5 "	" "	139 50
1875, " 14	do	1 "	" "	182 50
1876, Jan'y 11	Bridget Rogan.	2 "	Lot 5.	150 00
1876, " 11	do	3 "	" "	147 50
1876, " 11	do	4 "	" "	140 00
1876, " 11	do	5 "	" "	132 50
1876, " 11	do	1 "	" "	162 50
1876, " 11	David Shaw.	2 "	Lot 13.	155 00
1876, " 11	do	2 "	" "	155 00

1876, Jan'y 11	David Shaw	.....	Lot 13, Survey 303	.....	147 50
1876, " 11	do	.....	" "	.....	140 00
1876, " 11	do	.....	" "	.....	133 50
1876, March 14	Pat. Graham	.....	Lot 4, Block 187	.....	132 00
1876, " 14	do	.....	" "	.....	145 00
1876, " 14	do	.....	" "	.....	147 00
1876, " 14	do	.....	" "	.....	140 00
1876, " 14	do	.....	" "	.....	132 00
1876, April 11	Pat. Gahan	.....	Lots 9 and 10, "	.....	325 00
1876, " 11	do	.....	" "	.....	310 00
1876, " 11	do	.....	" "	.....	230 00
1876, " 11	do	.....	" "	.....	230 00
1876, " 11	do	.....	" "	.....	235 00
1876, May 9	E. Gottlieb Raaf	.....	Lot 18 and pt. 17, Block 200	.....	133 70
1876, " 9	do	.....	" "	.....	126 60
1876, " 9	do	.....	" "	.....	120 45
1876, " 9	do	.....	" "	.....	114 35
1876, " 9	do	.....	" "	.....	108 22
Total				.....	\$175,967 34

Receipts and Expenditures of the St. Louis Public Schools for the year ending July 31, 1876.

RECEIPTS		EXPENDITURES.	
From Bailiff—Rents collected.....	\$30,275 02	For insurance.....	1,503 75
From bills payable (short loans).....	85,000 00	For interest.....	2,178 88
From bills receivable (sinking fund).....	23,080 63	For bills payable.....	262,500 00
From interest.....	1,740 00	For rent.....	8,862 90
From special tax refunded by lessees.....	111 30	For fuel.....	11,787 49
From real estate for revenue.....	2,375 00	For gas.....	5,290 30
From County Collector.....	761,527 74	For furniture.....	1,479 85
From general taxes refunded.....	1,214 09	For expense.....	6,886 11
From gas.....	5 00	For supplies.....	8,613 52
From furniture.....	83 00	For repairs.....	30,788 66
From State School Fund.....	96,743 60	For real estate and improvements.....	21,388 19
From County School Fund.....	41,474 87	For janitors' salaries.....	47,337 00
From Thirteenth Ward taxes.....	6,089 53	For officers' salaries.....	25,689 60
From tuition non-resident and kindergarten pupils.....	2,889 50	For teachers' salaries.....	543,741 52
From supplies.....	86 32	For cleaning vaults.....	1,019 17
From real estate for school purposes.....	100 00	For special taxes.....	3,156 73
Balance in treasury August 1, 1875.....	12,696 86	For Public School Library.....	11,400 00
		For contingent fund.....	300 00
		For general taxes.....	2,408 89
		For Missouri State bonds.....	19,447 50
		For printing.....	6,189 46
		For Thirteenth Ward taxes refunded.....	4,125 08
		Balance in treasury July 31, 1876.....	74,786 76
Total.....	\$1,085,402 46	Total.....	\$1,085,402 64

ST. LOUIS PUBLIC SCHOOLS.

BALANCE SHEET *for the year ending July 31, 1876.*

ACCOUNTS.	Ledger—Balances.		Receipts & Expenditures.		Assets and Liabilities.	
	Debtor.	Credit.	Debtor.	Credit.	Assets.	Liabilities.
ASSETS.						
Real Estate for revenue	\$1,275,523 98		\$2,375 00		\$1,275,523 98	
Real Estate for School purposes	2,385,596 81		100 00	21,888 19	2,385,596 81	
13th Ward Districts	2,622 40		6,069 53	4,125 08	2,622 40	
Bailiff (rent bills)	11,020 07		50,275 02		11,020 07	
Public School Library	57,790 80			11,400 00	57,790 80	
Contingent Fund	282 04			300 00	282 04	
Co. Collector (taxes)	309,344 93				309,344 93	
Conrad Doll	289 05				289 05	
Taxes due from tenants	6,716 89		1,214 09	2,403 89	6,716 89	
Central Masonic Hall Association	1,872 71				1,872 71	
Mo. State Bonds	56,646 64			19,447 50	56,646 64	
Bills Receivable	175,967 34		23,080 63		175,967 34	
Cash in Treasury	74,786 76				74,786 76	
LIABILITIES.						
Bills Payable		645,400 00	85,000 00	252,500 00		645,400 00
Due on Contracts		18,375 30				18,375 30
13th Ward Districts		933 44				
Payments maturing	18,375 30					
REVENUE.						
General and Delinquent taxes		761,527 74	761,527 74			
Rents maturing		48,123 24				
State School Fund		96,743 60	96,743 60			
Tuition non-resident pupils, &c.		2,889 50	2,889 50			
Taxes delinquent		198,022 35				
County School Fund		41,474 87	41,474 87			
Taxes, 1875		111,385 58				
Interest		1,194 28	1,740 00	2,178 88		
EXPENSES.						
Cleaning Vaults	1,019 17			1,019 17		
Expense (general)	7,298 80			6,886 11		
Fuel	11,787 49			11,787 49		
Gas	5,285 30		5 00	5,290 30		
Furniture	1,396 95		83 00	1,479 95		
Insurance	1,503 75			1,503 75		
Janitors' Salaries	47,357 00			47,357 00		
Officers' "	25,099 60			25,099 60		
Teachers' "	543,741 52			543,741 52		
Printing	6,189 46			6,189 46		
Rent of School Houses	3,362 00			3,362 00		
Repairs	30,785 66			30,785 66		
Supplies	8,526 20		86 32	8,612 52		
Special Taxes	3,045 43		111 30	3,156 73		
13th Ward Taxes	4,125 08					
St. Louis Public Sch's		3,151,878 18				
	\$5,077,948 03	\$5,077,948 03	\$1,072,775 60	\$1,010,615 70		
Paid Bills payable over am't short loans			167,500 00			
Cash on hand in excess of last year			62,159 90			
Net Revenue over Expenditures				291,819 90		
			\$1,302,435 50	\$1,302,435 50		
Assets over Liabilities					\$3,358,685 12	
					\$4,358,460 42	\$4,358,460 42

ST. LOUIS PUBLIC SCHOOLS.
Detailed Statement of the Expenses of each School for the Year ending July 31, 1876.

Names of Schools.	Teachers' Salaries.	Janitors' Salaries.	Repairs.	Supplies.	Sundries.	Furniture.	Fuel and Light.	Cleaning Vaults.	Rent.	Totals.
Normal.....	\$18,544 25	720 00	47 05	864 41	14 00	.....	243 00	.....	.....	\$15,219 71
High.....	21,155 75	900 00	1,013 57	569 98	70 25	.....	.....	.....	.....	23,952 25
Branch No. 1.....	9,574 00	716 00	1,188 88	123 23	5 50	.....	.....	.....	.....	10,607 61
" " No. 2.....	8,596 00	.....	.....	26 79	2 50	.....	.....	.....	.....	8,623 29
" " No. 3.....	6,932 75	.....	.....	55 49	3 50	.....	.....	.....	.....	7,010 74
" " No. 4.....	6,016 75	.....	.....	121 23	.....	.....	.....	.....	.....	6,141 47
" " No. 5.....	4,406 75	.....	.....	28 04	.....	.....	.....	.....	.....	4,434 79
Ames.....	11,607 60	975 00	414 53	88 07	9 05	.....	330 06	.....	.....	13,419 31
Bates.....	10,471 95	900 00	499 92	274 88	24 40	29 50	.....	.....	.....	12,642 99
Benton.....	12,317 10	900 00	456 99	82 58	43 02	214 45	442 84	.....	.....	13,964 17
Blow.....	7,197 05	900 00	404 81	183 23	27 05	150 00	.....	.....	115 60	8,927 74
Carondelet.....	10,601 30	900 00	354 18	315 25	54 23	159 75	234 78	259 00	.....	12,878 49
Carr.....	7,487 80	600 00	447 27	55 55	34 35	.....	96 07	.....	.....	8,781 14
Carr Lane.....	15,645 80	900 00	343 17	164 32	65 25	.....	275 91	.....	.....	17,394 45
" " Primary.....	.....	380 00	89 56	.....	2 65	.....	30 08	.....	.....	452 29
Carroll.....	15,957 30	1,020 00	1,041 30	697 00	26 45	113 25	281 86	.....	1,000 00	19,055 66
" " Primary.....	.....	235 00	22 95	.....	.....	.....	3 70	.....	.....	1,281 65
Charless.....	6,792 90	600 00	595 89	76 07	2 75	.....	117 89	.....	.....	8,245 00
Chouteau.....	7,771 55	600 00	1,06 90	103 85	93 75	.....	171 17	.....	.....	8,847 83
Clark.....	.....	360 00	1,402 75	.....	108 50	.....	49 28	243 00	.....	2,163 53
Clay.....	14,318 60	1,140 00	706 02	136 14	5 06	.....	81 74	.....	.....	16,367 56
Clinton.....	12,762 45	900 00	633 91	112 07	63 02	.....	465 06	30 00	.....	14,966 51
Compton.....	3,113 85	800 00	138 73	22 87	10 00	.....	95 43	.....	.....	3,739 38
Des Peres.....	2,754 85	800 00	109 55	180 11	11 80	.....	68 19	.....	.....	3,432 50
Divoll.....	11,555 95	900 00	335 96	371 38	51 25	.....	177 24	.....	.....	13,441 78
Dodier.....	3,267 45	300 00	221 88	29 94	.....	.....	63 21	.....	500 00	4,442 49
Douglas.....	7,182 45	900 00	761 11	121 41	19 25	19 00	230 58	.....	.....	9,233 90
Eads.....	6,886 70	600 00	414 19	48 63	67 25	.....	316 31	.....	.....	8,175 08
Elliot.....	11,339 80	900 00	560 05	116 74	56 50	.....	458 63	.....	.....	13,539 68
Everett.....	14,442 05	453 77	453 77	458 63	52 25	.....	230 93	.....	.....	16,797 62
Franklin.....	15,397 30	1,200 00	363 02	500 57	143 75	160 50	236 42	20 00	.....	18,221 56
" " Primary.....	.....	275 00	35 40	.....	.....	.....	54 42	.....	.....	864 32
" " Branch.....	7,769 90	600 00	473 45	37 23	27 50	.....	43 39	.....	.....	9,011 47
Gamble.....	6,394 05	540 00	408 02	49 93	15 50	56 59	7,464 12
Gravois.....	3,418 94	390 00	324 12	25 76	74 16	4,202 94

APPENDIX.

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Hamilton.....	7,767 30	750 00	463 74	219 07	3 75	15 70	176 89	9 949 75
Humboldt.....	12,263 20	900 00	383 64	91 74	6 50	387 90	469 57	14,130 35
Irving.....	9,573 20	900 00	1,431 10	177 91	1 95	.....	59 67	.....	.....	12,665 73
Jackson.....	6,942 50	660 60	585 61	149 23	5 00	.....	20 12	.....	.....	8,625 26
Jefferson.....	8,691 75	675 00	1,189 98	68 05	74 80	.....	113 13	.....	.....	10,512 71
" Branch.....	5,069 20	540 00	1,173 16	41 65	80 50	.....	60 49	.....	1,800 00	7,724 00
Laclede.....	12,363 45	900 00	473 76	107 96	106 95	40 50	144 38	.....	.....	14,137 60
Lafayette.....	13,182 50	900 00	443 58	104 35	65 50	17 50	164 89	.....	.....	14,518 82
Lincoln.....	11,184 45	900 00	439 20	70 12	31 75	.....	433 08	.....	.....	13,068 60
Lyon.....	12,776 35	900 00	200 77	154 69	34 75	145 00	892 70	.....	.....	14,064 09
Madison.....	16,176 25	900 00	606 41	238 87	98 27	.....	321 53	.....	.....	18,223 83
Meramec.....	2,810 25	900 00	74 41	38 16	1 83	.....	62 03	.....	.....	3,246 08
O'Fallon.....	15,243 95	1,140 00	2,606 85	294 70	62 50	.....	271 49	.....	.....	19,619 49
Peabody.....	7,289 95	975 00	621 71	117 03	58 75	16 20	27 70	.....	.....	9,104 34
Penrose.....	4,838 20	435 00	701 33	52 21	1 05	10 00	156 82	.....	.....	6,194 61
Pestalozzi.....	7,872 30	600 00	569 44	104 69	90 77	12 00	300 06	.....	.....	9,540 26
Pope.....	10,986 45	900 00	260 75	260 84	19 25	.....	182 01	.....	.....	12,669 30
Shepard.....	7,105 95	680 00	407 95	42 10	3 60	.....	187 99	.....	.....	8,407 59
Stoddard.....	11,786 55	1,390 00	832 76	147 23	54 75	.....	258 48	.....	.....	14,459 83
Webster.....	13,218 80	900 00	371 35	592 07	103 79	.....	372 99	.....	.....	15,559 00
" New.....	7,460 50	675 00	473 40	132 02	.....	129 75	224 07	.....	.....	8,963 72
Sumner, High.....	8,177 05	900 00	474 52	132 02	31 75	.....	191 15	.....	.....	9,906 49
No. 1 School.....	.....	60 00	109 89	.....	76 00	.....	.....	.....	.....	245 89
No. 2 ".....	3,097 00	270 00	264 18	30 82	.....	.....	54 47	.....	.....	3,715 92
No. 4 ".....	2,569 75	270 00	129 20	82 76	.....	.....	64 05	.....	.....	3,065 76
No. 5 ".....	1,332 00	240 00	77 25	12 16	5 50	.....	39 26	.....	400 00	2,176 57
No. 6 ".....	1,322 15	180 00	50 78	24 56	.....	.....	54 50	.....	.....	1,831 94
Music.....	7,790 00	.....	.....	.....	.....	.....	.....	.....	.....	7,790 00
Totals.....	\$525,612 90	\$41,141 00	\$28,033 52	\$9,129 34	\$2,079 09	\$1,640 03	\$9,429 42	\$1,019 17	\$3,815 60	\$621,900 07
Evening Schools.....	18,128 62	873 00	.....	282 06	.....	.....	2,247 50	.....	.....	21,530 20
	\$543,741 52	\$42,013 00	\$28,033 52	\$9,411 42	\$2,079 09	\$1,640 03	11,676 92	\$1,019 17	\$3,815 60	\$643,430 27

REAL ESTATE AND IMPROVEMENTS

For School purposes, July 31, 1876.

Name of School.	Where Located.	Estimated Value of Ground.	Estimated Value of Houses and Furniture.	Total.
Pub. Sch. Pol. Bdg.	Corner 7th and Chestnut Sts.	\$60,000 00	\$353,311 10	\$415,311 10
High	Corner 15th and Olive Sts.	35,000 00	41,469 98	76,469 98
Ames	Hebert St. bet. 13th & 14th.	13,000 00	44,663 56	57,663 56
Benton, old.	6th St. bet. Locust & St. Chas.	52,000 00	5,000 00	57,000 00
Benton, new.	Corner 9th and Locust Sts.	40,000 00	38,288 30	78,288 30
Blow	Cor. 5th St. & Loughboro' Av	5,000 00	20,000 00	25,000 00
Bates	Collins St. in blk 690.	17,571 00	37,238 32	54,809 32
Carondelet	Cor. 3d and Hurek Sts.	2,500 00	33,984 64	36,484 64
Carr	Cor. 16th and Carr Sts.	7,300 00	4,002 77	11,302 77
Carr Lane	S. W. cor. 24th & Carr Sts.	10,000 00	39,794 01	49,794 01
Carr Lane Primary	N. W. cor. 24th & Carr Sts.	7,500 00	3,000 00	10,500 00
Carroll	Cor. Carroll & Buel Sts.	10,000 00	44,062 20	54,062 20
Charless	Kingsbury St. n'r Gravois R	3,000 00	15,517 71	18,517 71
Chouteau	Chouteau Av. n'r Summit A	3,000 00	9,521 38	12,521 38
Clark	7th St. bet. Hickory & Labadie	9,000 00	3,000 00	12,000 00
Clay	Cor. 10th and Farrar Sts.	10,000 00	21,997 65	31,997 65
Clinton	Grattan St. near Hickory.	11,000 00	45,290 63	56,290 63
Compton	Henrietta b. Arkansas & Ills	3,500 00	14,329 01	17,829 01
Douglas	Cor. 11th & Howard Sts.	11,300 00	37,232 00	48,532 00
Divoll	Dayton St. in blk. 1007.	13,040 00	36,788 34	49,828 34
Des Peres	Cor. Illinois and 4th Sts.	7,000 00	8,693 70	15,693 70
Eads	Corner 15th and Pine Sts.	15,000 00	9,310 73	24,310 73
Eliot	15th bet. Market & Clark Av	25,000 00	39,411 05	64,411 05
Everett	8th St. bet. O'Fallon & Cass A	11,000 00	23,753 33	34,753 33
Franklin	Cor. 18th St. & Christy Av.	22,000 00	35,258 72	57,258 72
Franklin Branch	Christy Av. near 15th St.	12,500 00	18,523 26	31,023 26
Gamble	Corner 5th and Poplar Sts.	17,000 00	6,200 00	23,200 00
Gravois	Cor. Wyoming & Gravois R	3,000 00	17,083 42	20,083 42
Hamilton	Cor. 27th and Dickson Sts.	6,000 00	29,902 95	35,902 95
Humboldt	Cor. Jackson & Lesperance.	8,000 00	38,832 46	46,832 46
Irving	Cor. Bremen & Kossuth Aves	6,000 00	36,125 77	42,125 77
Jackson	Cor. 19th st. & Maiden Lane	4,000 00	15,645 20	19,645 20
Jefferson	Corner 9th and Wash Sts.	16,000 00	6,196 08	22,196 08
Laclede	Corner 6th and Poplar Sts.	34,000 00	51,473 00	85,473 00
Laclede Branch	5th St. near Gratiot.	3,000 00	1,000 00	4,000 00
Lafayette	Cor. Ann Av. & Decatur St.	8,000 00	20,221 24	28,221 24
Lincoln	Eugenia, near High St.	12,000 00	46,707 92	58,707 92
Lyon	Cor. 8th & Pestalozzi Sts.	5,000 00	48,368 87	53,368 87
Madison, old.	Corner 7th and Hickory Sts.	Leased	4,000 00	4,000 00
Madison, new.	Corner 7th and Labadie Sts.	13,000 00	35,823 43	48,823 43
Meramec	Cor. Iowa & Meramec Sts.	3,000 00	12,000 00	15,000 00
O'Fallon	16th, near Cass Av.	10,000 00	59,669 05	69,669 05
Penrose	Penrose St. b Clay & Glasg Ay	3,500 00	22,530 43	26,030 43
Pestalozzi	Corner 7th and Barry Sts.	15,000 00	28,908 45	43,908 45
Peabody	Cor. 2d Carond Av & Carroll	16,500 00	49,422 70	65,922 70
Pope	Cor. Ewing & Laclede Aves.	11,525 00	36,153 25	47,678 25
Shepard	Marine Av. near Hospital.	3,000 00	16,003 50	19,003 50
Stoddard	Corner Lucas & Ewing Aves.	20,000 00	37,508 05	57,508 05
Webster, old & new	11th St. near Jefferson.	25,000 00	61,530 65	86,530 65
Sumner High	11th, bet. Poplar & Spruce.	22,500 00	28,500 00	51,000 00
No. 1.	Cedar, bet. 3d & 4th Sts.	3,000 00	1,003 53	4,003 53
No. 2.	12th, near Webster St.	8,000 00	5,513 00	13,513 00
No. 4.	Cozzens St. near Pratie Av.	3,000 00	12,267 64	15,267 64
No. 6.	5th, bet. Fillmore & Market.	1,500 00	6,835 17	8,335 17
Bought for school purposes and not yet improved.		\$696,736 00	1,721,058 15	2,417,794 15
Lots 17 to 22 inclu.	Caroline St. near Park Av.	5,000 00		5,000 00
Lots 5, 6, 7.	St. Louis Av. & 18th St.	10,000 00		10,000 00
Lots 18 to 25 inclu.	Parsons St. cor. Spring Av.	5,000 00		5,000 00
Lots 1 to 7 blk 1048.	Bell and School Sts.	15,000 00		15,000 00
Blk 40 survey 3.	South St. Louis.	9,000 00		9,000 00
N. W. 1/4 blk 49.	Eller's Survey S. St. Louis.	1,000 00		1,000 00
N. pt. blk. 1520, 149.8 x 249.6	Wyoming, Clara Sts. and Jefferson Ave.	5,100 00		5,100 00
		\$746,836 00	1,721,058 15	2,467,894 15

LIST OF UNLEASED LANDS

Belonging to the Board, July 31st, 1876.

BLOCK.	STREET.	LOT.	FT. FRONT.	FT. DEEP.
160	Fifth Street.....	3.....	25	75
199	Main Street.....	1 to 8, inclusive.....	210.5	138.3
199	Kosciusko Street.....	9 to 16, inclusive.....	210.5	138.3
200	Alley.....	17 and 18.....	120.4½	Irregular.
200	Columbus Street.....	1, 2, 3, 4 and 5.....	141.5	123.04
201	Columbus and Rutger Sts. & Carondelet Ave.....		Whole Block.	
763	Carondelet Ave.....		50	134
840	Eighth Street.....	10 and S. ½ 11.....	37.6	120
853	Front Street.....		20	100
857, S.	Main & Convent Streets.....		89.5½	118
857, N.	Main & Sycamore Streets.....		43.4	120
858	Main & Front Streets.....		25	300
873	Main Street.....		409	104
883	Eighth Street.....	6 to 12, inclusive.....	165	123.11
883	Seventh Street.....	13 to 25, inclusive.....	331	122.11
884	Seventh Street.....	1 to 11, inclusive.....	281	116.11
884	Carondelet Ave.....	18 to 23, inclusive.....	125	116.11
892	Eighth Street.....	1.....	25	123.11
893	Seventh Street.....	4 and 5.....	50	118.11
893	Carondelet Ave.....	19, 20, 21.....	75	118.11
1014	Lucas Ave.....	9.....	50	135
1060	Washington Ave.....	13.....	50	135
1355	Accomac Street.....	28, 29, 30, 31, 32.....	135	125
1355	California Ave.....	33 and 39.....	50	125
1356	Pontiac Street.....	5.....	25	125
1440	Arkansas Ave.....	11 to 16, inclusive.....	152.6	125
1472	Oregon Street.....	21.....	25	125
1480	Michigan Street.....	17.....	25	125
1768, N.	Main Street.....	1 to 9, inclusive.....	235.9	115
1768, N.	Railroad.....	10 to 16, inclusive.....	235.9	115
1768, S.	Main Street.....	1 to 9, inclusive.....	225.2½	120
1768, S.	Railroad.....	10 to 18, inclusive.....	222.8	125
1769, N.	Second Street.....	9.....	35.9	122.8
1769, N.	Main Street.....	10 to 18, inclusive.....	235.9	122.8
1769, S.	Main Street.....	10 to 18, inclusive.....	222.1½	120
1769, S.	Second Street.....	3 to 9, inclusive.....	180.9	120
2341	Maiden Lane.....		50	140

LIST OF LEASED LANDS BELONGING TO THE BOARD JULY 31, 1876,
FOR REVENUE PURPOSES.

Names of Lessees.	Lot.	Block.	Street lot fronts on.	Feet front.	No. of Lease	Date of Lease.	Annual Rent.	Year.
T. A. Sieberman.....	1	47	Third.....	35.6	802	Feb'y 2, 1868	\$100 00	1878
John Helwig.....	4	47	Carondelet Ave.....	25	1003	May 1, 1875	75 00	1885
John Lemke.....	5	47	Carondelet Ave.....	25	1013	June 21, 1876		1886
John Lemke.....	6	47	Carondelet Ave.....	25	1013	June 21, 1876		1886
John Lemke.....	7	47	Carondelet Ave.....	25	1013	June 21, 1876	300 00	1886
John Lemke.....	8	47	Carondelet Ave.....	25	1013	June 21, 1876		1886
J. B. O'Toole.....	A	68	Cherry.....	80	11	Feb'y 12, 1834	84 00	1884
L. A. Labearne.....	B	68	Second	50	258	Feb'y 27, 1843	200 00	1893
Kingsland & Ferguson.....	C	68	Second	25	262	Nov. 17, 1841	181 24	1891
Kingsland & Ferguson.....	Pt. D	68	Second	23.4	585	May 10, 1862	224 00	1877
Kingsland & Ferguson.....	Pt. D	68	Second	31	586	May 10, 1862	287 60	1877
Kupferle & Boisclier.....	E	68	Second	52	720	March 1, 1866	588 00	1881
Thomas Walker.....	A	69&70 w	Broadway	41.8	734	July 1, 1867	936 00	1892
John F. Petzold.....	B	69&70 w	Cherry.....	51	716	Sept. 17, 1867	249 25	1892
Matthew Hunt.....	C	69&70 w	Cherry.....	30.9	1015	May 22, 1876	487 92	1877
James O'Neil.....	A	70 w	Broadway	38.2	860	Dec. 10, 1867	369 00	1886
Elias B. Stiles.....	B	69&70 w	Broadway	103.3	956	July 1, 1872	585 00	1877
James M. Carpenter.....	D	69&70 w	Broadway	40.3	956	Nov. 1, 1872	2348 50	1882
George Todd.....	E	69&70 w	Collins.....	38.4	950	Nov. 1, 1861	120 00	1876
W. H. Wickersham.....	E	69&70 w	Broadway	38	978	March 10, 1874	666 66	1877
Washington Todd.....	E	69 c	Second	98.9	961	Jan'y 1, 1873	300 00	1884
Henry Kampeter.....	Pt. B	71 w	Broadway	41.1	853	Oct. 2, 1868	1000 00	1883
Owen Murphy.....	C	71 w	Broadway	33.4	838	June 18, 1868	431 45	1878
Daniel Cahill.....	A	76	Broadway	23.6	79	Aug. 1, 1839	300 00	1878
Fr. Beltzhoover.....	B	76	Fourth.....	25	75	Aug. 1, 1839	111 62	1889
James Timon.....	C	76	Fourth.....	25	75	Aug. 1, 1839	81 25	1889
Joseph Becker.....	D	76	Fourth.....	25	879	July 8, 1869	362 50	1879
Samuel Black.....	D	76	Fourth.....	25	80	Aug. 25, 1843	75 00	1889

APPENDIX.

xv

John Mitchell.....	E	76	Fourth.....	25	69 Aug.	1, 1839	103 12 1839
Sullivan Blood.....	A	84	Market.....	30	1 Dec.	11, 1833	102 00 1833
Joseph Charless.....	B	84	Market.....	24	2 Dec.	11, 1833	84 00 1833
James Glasgow.....	C	84	Market.....	36	93 Dec.	11, 1833	100 00 1833
James Glasgow.....	D	84	Market.....	30	94 Dec.	11, 1833	65 00 1833
Nath'l Paschall.....	E	84	Market.....	30	4 Dec.	11, 1833	89 00 1833
J. H. McLean.....	C	85	Chestnut.....	24.6	982 April	1, 1874	1029 00 1884
J. F. & C. G. Fuhrman.....	Pt. D	85	Chestnut.....	46.9	1008 July	1, 1875	1497 33 1885
Jacob Boshold.....	Pt. D	85	Chestnut.....	31.2	1004 July	1, 1875	998 65 1885
Henry Blakesley.....	E	85	Chestnut.....	22	546 Jan'y	31, 1863	23 00 1884
John Lemke.....	Pt. F	85	Third.....	15.8	1009 July	30, 1875	580 32 1885
Leopold Schroeder.....	Pt. F	85	Third.....	20.5	1006 July	1, 1875	655 84 1885
Wm. Brennan and others.....	A	88	Olive.....	36.4	873 Jan'y	1, 1869	1254 94 1894
F. J. Hurck and others.....	B	83	Rear of Everett H s	36	871 Nov.	7, 1868	450 00 1878
James Bury.....	A	107	Spruce.....	.....	543 Nov.	1, 1861	117 60 1876
A. H. Beckman.....	1	107	Fourth.....	.....	912 March	13, 1870	580 50 1880
Luke E. Lawless.....	1	109	Fourth.....	33	15 April	9, 1838	98 00 1888
Luke E. Lawless.....	2	109	Fourth.....	33	16 April	9, 1838	103 12 1888
John G. Holm.....	3	109	Fourth.....	33	81 April	22, 1844	78 38 1889
Elkanah English.....	4	109	Fourth.....	33	12 April	9, 1838	103 12 1888
Geo. W. Sanford.....	5	109	Fourth.....	33	98 April	9, 1838	100 75 1888
Luke E. Lawless.....	6	109	Cerre.....	31	17 April	9, 1843	187 00 1889
Henry Silverster.....	A	118	Fifth.....	60	944 Sept.	5, 1871	1200 00 1876
Engelke & Feiner.....	B	153	Sixth.....	24	877 July	8, 1869	756 00 1894
Engelke & Feiner.....	C	153	Fifth.....	24	909 July	8, 1869	518 40 1894
Engelke & Feiner.....	D & E	153	Fifth.....	49	901 Sept.	25, 1869	400 00 1879
Nicholson & Primrose.....	F	153	Fifth.....	122	591 June	14, 1864	187 50 1885
Chas. S. Rauhels.....	1	160	Fourth.....	25	67 Sept.	1, 1843	68 75 1890
Fred Steudeman.....	2	160	Fifth.....	25	91 May	1, 1843	66 00 1889
Richard Owens.....	4	160	Fifth.....	25	85 Oct.	12, 1839	71 87 1889
John H. Meyer.....	5	160	Fifth.....	25	971 May	1, 1873	360 00 1878
John Smith.....	6	160	Fifth.....	25	1002 May	16, 1874	200 00 1884
John Bauman.....	7	160	Fifth.....	25	34 Sept.	1, 1840	65 62 1890
James J. Purdy.....	8	160	Fifth.....	25			

List of Leased Lands. (Continued.)

Names of Lessees.	Lot.	Block.	Street lot fronts on.	Feet front.	No. of Lease.	Date of Lease.	Annual Rent.	Year.
Peter Brooks.....	9	160	Fifth.....	25	96	June 1, 1843	\$243 75	1890
Peter Brooks.....	10	160	Fifth.....	25				
Peter Brooks.....	11	160	Fifth.....	25				
Peter Brooks.....	12	160	Fifth.....	25				
William Hickey.....	13	160	Fifth.....	25	223	April 22, 1843	73 75	1889
Wm. McDowell.....	14	160	Fifth.....	25	64	July 1, 1843	62 50	1889
Lannius Dunham.....	15	160	Fifth.....	25	666	July 1, 1843	62 50	1889
William Lindsay.....	16	160	Fifth.....	25	40	Sept. 1, 1840	100 00	1890
William Lindsay.....	17	160	Fifth.....	25.5	58	Sept. 17, 1842	73 08	1892
John Walsh.....	18	160	Fourth.....	25.5	59	Sept. 17, 1842	47 66	1892
James Parker.....	19	160	Fourth.....	25.5	42	Sept. 1, 1840	73 07	1890
Wm. F. McVey.....	20	160	Fourth.....	25.5	43	Oct. 12, 1839	82 00	1889
Ed. Warrens.....	21	160	Fourth.....	25.5	44	Sept. 1, 1840	68 30	1890
Joseph Foster.....	22	160	Fourth.....	25.5				
Joseph Foster.....	23	160	Fourth.....	25.5	90	Aug. 30, 1843	152 50	1890
Joseph Foster.....	24	160	Fourth.....	25.5				
Alex. Kayser.....	25	160	Fourth.....	25.5	46	Oct. 12, 1839	92 13	1889
James Smith.....	26	160	Fourth.....	25.5	47	Oct. 12, 1839	88 96	1889
John Boeschenstein.....	27	160	Fourth.....	25.5	48	Oct. 12, 1839	87 36	1889
John Boeschenstein.....	28	160	Fourth.....	25.5	49	Oct. 12, 1839	85 79	1889
Fred. Herman.....	30	160	Fourth.....	25.5	82	Oct. 12, 1839	87 36	1889
John Farrell.....	31	160	Fourth.....	25.5	52	Sept. 25, 1841	43 20	1891
H. Heisterhagen.....	32	160	Fourth.....	25.5	156	Oct. 12, 1847	95 31	1889
E. Gottlob Raaf.....	13	200	Columbus.....	.....	683	July 1, 1875	67 50	1885
Philip Haase.....	14	200	Columbus.....	.....	991	May 13, 1874	67 50	1884
David Steinmeyer.....	15	200	Columbus.....	.....	990	May 13, 1874	184 50	1884
David Steinmeyer.....	16	200	Columbus.....	.....			
Michael Klein.....	19	200	Columbus.....	25	723	May 19, 1867	25 00	1877
Michael Klein.....	20	200	Columbus.....	25	724	May 19, 1867	25 00	1877
Michael Klein.....	21	200	Columbus.....	25	725	May 19, 1867	25 00	1877

22	Michael Klein.....	200	Columbus.....	25	726 May 19, 1867	25 00 1877
23	Michael Klein.....	200	Kosciusko.....	25	727 May 18, 1867	25 00 1877
24	D. Warren & Co.....	200	Kosciusko.....	25	} 832 May 1, 1868	75 00 1878
27	D. Warren & Co.....	200	Kosciusko.....	25		
28	D. Warren & Co.....	200	Kosciusko.....	25		
1	Francis Schindler.....	202	Rutger.....	18.2	815 Oct. 13, 1867	150 00 1877
2	Bernhard Klein.....	202	Carondelet Ave.....	44.10	718 March 1, 1866	287 76 1876
3	Bernhard Klein.....	202	Carondelet Ave.....	44.10	} 915 Aug. 14, 1870	144 00 1880
4	Martin German.....	202	Carondelet Ave.....	30.	678 Feb. 14, 1865	
8	Andrew Kolb.....	202	Carondelet Ave.....	25.10	667 Oct. 12, 1865	
9	S. G. Ziesler.....	202	Jackson.....	25	} 933 July 12, 1870	150 00 1875
10	S. G. Ziesler.....	202	Jackson.....	25		
13	Frederick Beck.....	202	Jackson.....	25		
14	Fleitz & Ganahl.....	202	Jackson.....	25	} 988 May 13, 1874	120 00 1880
15	Fleitz & Ganahl.....	202	Jackson.....	25		
16	Fleitz & Ganahl.....	202	Jackson.....	25		
17	Theo. Fritschle & J. A. Ross.....	202	Jackson.....	49.11	} 604 May 13, 1864	375 25 1874
18	Theo. Fritschle & J. A. Ross.....	202	Jackson.....	20		
19	Theo. Fritschle & J. A. Ross.....	202	Jackson.....	20		
20	Theo. Fritschle & J. A. Ross.....	202	Jackson.....	20		
21	Theo. Fritschle & J. A. Ross.....	202	Jackson.....	20		
22	Theo. Fritschle & J. A. Ross.....	202	Jackson.....	20		
23	William Strossberg.....	202	Columbus.....	25	} 918 April 9, 1870	187 50 1880
24	William Strossberg.....	202	Columbus.....	25		
25	William Strossberg.....	202	Columbus.....	25		
26	Fleitz & Ganahl.....	202	Columbus.....	25		
27	Fleitz & Ganahl.....	202	Columbus.....	25		
28	Fleitz & Ganahl.....	202	Columbus.....	25		
29	Fleitz & Ganahl.....	202	Columbus.....	25	} 988 May 13, 1874	606 75 1884
30	Fleitz & Ganahl.....	202	Columbus.....	25		
31	Fleitz & Ganahl.....	202	Columbus.....	25		
32	Fleitz & Ganahl.....	202	Columbus.....	25		
33	Fleitz & Ganahl.....	202	Columbus.....	25		
34	Fleitz & Ganahl.....	202	Columbus.....	28		
35	Fleitz & Ganahl.....	202	Columbus.....	21.4	} 1017 June 1, 1876	100 00 1886
...	Henry Meinhardt.....	202	Columbus.....	7.6		
			Jackson.....	98.4		

List of Leased Lands. (Continued.)

Names of Lessees.	Lot.	Block.	Street lot fronts on.	Feet front.	No. of Lease.	Date of Lease.	Annual Rent.	Year.
Henry Steinmeyer.....	1	204	Rutger & Jackson..	20 }	943	Sept. 27, 1870	\$288 00	1880
Henry Steinmeyer.....	2	204	Jackson.....	20 }	942	Sept. 27, 1870	114 75	1880
Chas. Hager.....	3	204	Second.....	31.4 }	855	Nov. 1, 1868	624 00	1878
James Patrick.....	A	583 w	Sixth.....	19.7	968	April 5, 1868	93 60	1878
Patrick Henneberry.....	B	583 w	Sixth.....	20	916	April 5, 1868	96 00	1878
John Hunt.....	C	583 w	Sixth.....	20	963	April 5, 1868	96 00	1878
John Donovan.....	D	583 w	Sixth.....	30	843	June 8, 1868	144 00	1878
Orlando Fish.....	E	583 w	Seventh.....	48.7	783	July 1, 1867	218 83	1877
Maurice Phelan.....	A	583 e	Broadway.....	20	712	Aug. 12, 1867	220 00	1877
Ellen Shannon.....	Pt C	583 e	Broadway.....	20	980	April 14, 1874	200 00	1879
M. T. Sheridan.....	N & E	584	Elighth.....	15	997	Jan. 10, 1874	72 00	1884
Catharine Smith.....	S & E	584	Elighth.....	15	998	Jan. 10, 1874	72 00	1884
J. Osburg.....	F	584	Elighth.....	25	1,001	Dec. 15, 1873	120 00	1883
Mary Murphy.....	G	584	Elighth.....	25	969	Jan. 10, 1874	120 00	1884
J. Osburg.....	A	584	Seventh.....	29.7	976	Aug. 20, 1867	148 12	1877
Alice Tighe.....	B	584	Seventh.....	30	735	Aug. 12, 1867	150 00	1877
Eliza McGovern.....	C	584	Seventh.....	30	807	Aug. 3, 1867	150 00	1877
Jeremiah Sheehan.....	Spt E	585	Elighth.....	15	812	Dec. 10, 1867	67 50	1877
Patrick O'Brien.....	Spt E	585	Elighth.....	15	878	Dec. 10, 1867	67 32	1877
Chas. O'Brien.....	Npt E	585	Elighth.....	60	796	Sept. 10, 1867	270 00	1877
John McKenna.....	A	585	Ninth.....	30	920	Aug. 18, 1869	135 00	1879
Patrick McMahon.....	B	585	Ninth.....	20	422	Aug. 18, 1868	90 00	1878
John Fitzpatrick.....	W & C	585	Ninth.....	27 }	366	Aug. 22, 1868	80 90	1878
Ann Deegan.....	E & C	585	Alley.....	27 }	794	Oct. 15, 1867	90 00	1877
Ann Deegan.....	F	585	Elighth.....	20	816	Oct. 15, 1867	90 00	1877
Michael McDermott.....	r	585	Elighth.....	20	840	Oct. 15, 1867	85 88	1877
Chas. O'Brien.....	G	585	Elighth.....	20	762	Oct. 15, 1867	85 88	1877
Patrick Carty.....	H	585	Elighth.....	19			86 88	1877

Bridget McCarthan.....	585	Eighth.....	19	793 Dec.	15, 1867	85 50 1877
B. McBride & Pat. O'Brien.....	585	Ninth.....	13.5	433 Aug.	22, 1868	60 48 1878
Stephen Witlake.....	586	Tenth.....	40	862 Jan'y	1, 1868	144 00 1878
Samuel Livingston.....	586	Tenth.....	22.6	849 Feb'y	1, 1868	101 25 1878
Joseph Springelmeyer.....	586	Tenth.....	41	859 Jan'y	5, 1868	144 00 1878
Francis Brockland.....	586	Tenth.....	40.5	837 Jan'y	5, 1868	145 58 1878
Pat. Connelly.....	586	Ninth.....	36	841 June	15, 1868	129 60 1878
F. H. Weber.....	586	Ninth.....	26	804 June	15, 1868	117 00 1878
Louis Bangert.....	586	Ninth.....	30	749 June	15, 1868	135 00 1878
Henry Flisbeck.....	586	Ninth.....	26	803 June	15, 1868	117 00 1878
F. Hohman.....	586	Ninth.....	30	800 June	15, 1868	135 00 1878
F. Lodenkamper.....	586	Ninth.....	42.5	791 July	1, 1867	190 95 1877
Wm. Brinker.....	586	Ninth.....	25	640 March	15, 1872	112 60 1894
Joseph Tanger.....	586	Tenth.....	22.6	760 Feb'y	1, 1868	81 00 1878
A. S. Lacroix.....	587	Tenth.....	30.5	987 Jan'y	10, 1874	136 95 1894
William Schmidt.....	587	Tenth.....	25	954 Dec.	2, 1871	90 00 1881
Bernhard Hasch.....	587	Tenth.....	30	925 Feb'y	18, 1870	102 60 1890
William Murphy.....	587	Tenth.....	30	811 Aug.	12, 1867	108 00 1877
John Waddle.....	587	Tenth.....	20	810 Aug.	12, 1867	84 00 1877
John McNulty.....	587	Eleventh.....	19.5	764 Oct.	13, 1867	46 65 1877
John Steward.....	587	Eleventh.....	17	755 Oct.	13, 1867	51 00 1877
John Chamberlain.....	587	Eleventh.....	17	763 Oct.	13, 1867	51 00 1877
Chas. Tilford.....	587	Eleventh.....	17	717 Oct.	13, 1867	71 40 1877
James O'Toole.....	587	Eleventh.....	20	765 Sept.	15, 1867	48 00 1877
Michael Clancy.....	587	Eleventh.....	25	766 Sept.	8, 1867	60 00 1877
John Murphy.....	587	Eleventh.....	15	806 Aug.	3, 1867	36 00 1877
Wm. Tirre.....	587	Eleventh.....	35	805 Aug.	3, 1867	84 00 1877
Andrew McDermott.....	587	Eleventh.....	25	860 Aug.	24, 1868	67 50 1878
James Morris.....	587	Eleventh.....	25	852 Aug.	11, 1868	112 50 1878
James Young.....	588	Eleventh.....	32.8	863 Nov.	1, 1868	137 55 1878
Robert Brent.....	588	Eleventh.....	32.8	870 Nov.	1, 1868	137 55 1878
Michael Cawley.....	588	Twelfth.....	50	831 Oct.	6, 1868	56 25 1878
J. F. W. Brueggeman.....	588	Twelfth.....	25	751 Nov.	20, 1867	75 00 1877
W. H. Stoumpe.....	588	Twelfth.....	25	759 Nov.	20, 1867	75 00 1877
David Erdman.....	588	Twelfth.....	25	758 Nov.	20, 1867	75 00 1877
H. Schafering.....	588	Twelfth.....	40.5	757 Nov.	20, 1867	121 30 1877

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List of Leased Lands. (Continued.)

Names of Lessees.	Lot.	Block.	Street lot fronts on.	Feet front.	No. of Lease	Date of Lease.	Annual Rent.	
							1877	1878
Aug. Schwanecke.....	H	588	Eleventh	25	814	Sept. 22, 1867	\$105 00	1877
H. W. Boerner.....	Pt A	589	Twelfth.....	25	960	June 12, 1872	90 00	1882
H. W. Droewe.....	Pt A	589	Twelfth.....	25	907	March 23, 1869	75 00	1879
John Powers.....	Pt A	589	Twelfth.....	20	874	March 23, 1869	60 00	1879
Mary Clucas.....	a	589	Twelfth.....	25	905	March 23, 1869	75 00	1879
Patrick Cahill.....	B	589	Twelfth.....	30	762	Jan'y 5, 1868	90 00	1878
Madden & Carroll.....	D	589	Thirteenth.....	60	819	Nov. 5, 1867	180 00	1877
John Mullally.....	Pt E	589	Thirteenth.....	25	993	Sept. 20, 1874	75 00	1884
Fred Fisher.....	Pt E	589	Thirteenth.....	25	761	Aug. 11, 1867	97 50	1877
John D. Uhde.....	Pt F	589	Thirteenth.....	28	822	Nov. 20, 1867	83 75	1877
E. H. Hensick.....	Pt F	589	Thirteenth.....	27.5	799	Nov. 20, 1867	82 88	1877
Chas. Schilling.....	B	590	Thirteenth.....	25	813	Sept. 15, 1867	82 50	1877
Edw. Boyle.....	C	590	Thirteenth.....	25	750	Sept. 22, 1867	75 00	1877
John Fitzmorris.....	D	590	Thirteenth.....	25.5	827	Sept. 22, 1867	75 00	1877
Michael Slattery.....	E	590	Thirteenth.....	25	994	Oct. 10, 1874	67 50	1884
J. W. Terwilliger.....	A	590	Fourteenth.....	90	746	Sept. 10, 1867	297 00	1877
Lauman & Winker.....	Pt D	590	Fourteenth.....	21	825	Sept. 15, 1867	63 00	1877
J. F. W. Lutger.....	Pt D	590	Fourteenth.....	48.5	792	Sept. 15, 1867	145 32	1877
John Tool.....	N 1/4 A	591	Fourteenth.....	16	866	Oct. 10, 1867	48 00	1877
John Tool.....	S 1/4 A	591	Fourteenth.....	34	867	Oct. 10, 1867	102 00	1877
Edmund Cass.....	B	591	Fourteenth.....	30	753	Oct. 20, 1867	81 00	1877
William Thorpe.....	Pt C	591	Fourteenth.....	21	756	Oct. 20, 1867	63 00	1877
John Murphy.....	S pt D	591	Fourteenth.....	21.8	341	Nov. 5, 1867	58 08	1877
Fred Wither.....	S pt E	591	Fifteenth.....	28 1/2	820	Nov. 5, 1867	76 00	1877
H. W. Droege.....	N pt E	591	Fifteenth.....	28 1/2	828	Nov. 5, 1867	101 50	1877
Joseph Seuss.....	N pt G	591	Fifteenth.....	27.5	875	April 5, 1869	74 13	1879
Thomas Cook.....	N pt H	591	Fifteenth.....	23.6	945	July 13, 1866	62 00	1876
Dina Dierker.....	I	591	Fifteenth.....	25	921	Feb'y 1, 1869	67 50	1879
W. Uhlmann's Estate.....	A	592	Fifteenth.....	30	818	Oct. 20, 1867	90 00	1877

APPENDIX.

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Martin Leopold.....	Pt. B	592	Fifteenth.....	25	790	Feb'y	9, 1869	75 00 1878
Charles Gray.....	C	592	Fifteenth.....	30	798	Nov.	20, 1867	76 50 1877
Charles Gray.....	D	592	Fifteenth.....	45.5	973	Jan'y	15, 1873	136 24 1883
Charles Drogge.....	S pt E	592	Sixteenth.....	25	969	Jan'y	14, 1873	56 24 1883
H. W. Fisbeck.....	N pt E	592	Sixteenth.....	25	733	Dec.	10, 1867	56 25 1877
W. H. Brewer.....	F	592	Sixteenth.....	60	287	Aug.	11, 1867	162 00 1877
Wm. Schowe.....	G	592	Sixteenth.....	55.5	857	Jan'y	5, 1868	133 06 1878
Charles Drogge.....	H	592	Sixteenth.....	25	809	Aug.	11, 1867	57 25 1877
H. R. Kreigesman.....	I	592	Sixteenth.....	25	1010	June	24, 1876	97 50 1886
Jacob Paltzer.....	2	608	Eight & Howard.....	36.3	738	March	26, 1866	145 00 1876
Patrick Mulligan.....	42	648	West Mound.....	25	808	Aug.	11, 1867	75 00 1877
Richard Collins' Estate.....	43	648	West Mound.....	25	785	Aug.	11, 1867	75 00 1877
William Cahill.....	44	648	West Mound.....	25	839	Aug.	11, 1868	98 50 1878
Joseph Lichenstein.....	46	651	West Mound.....	25.3	992	July	14, 1874	68 40 1884
August Muhs.....	39	652	West Brooklyn.....	25	626	Sept.	10, 1864	63 50 1874
Oscar F. Scudder.....	64	652	West Mound.....	19	883	April	5, 1868	62 50 1878
Charles McGinley.....	Pt 18	653	West Mound.....	18	966	May	1, 1873	50 00 1883
Zebulon Hollingsworth.....	17 & pt 18	653	West Mound.....	51	897	Jan'y	10, 1869	153 00 1879
Thomas Handley.....	1, 2, 3	654	Broadway.....	83.5	937	July	1, 1871	501 00 1881
Henry Krum.....	Pt 10	654	West Mound.....	19	948	Oct.	1, 1871	57 00 1881
Mary Abbott.....	11	656	West Brooklyn.....	16.8	1018	June	5, 1876	50 00 1886
Hugh McNabo.....	Pt 11 & 12	656	West Brooklyn.....	16.8	910	Feb'y	5, 1870	50 00 1880
Thomas Jones.....	5	656	West Brooklyn.....	16.8	911	July	5, 1870	50 00 1880
H. Kohler & Bro.....	6	851	Seventh.....	25	731	April	10, 1866	50 00 1876
James Gorman.....	12	851	Carondelet Ave.....	25	704	Dec.	11, 1866	100 00 1876
James Gorman.....	13	851	Carondelet Ave.....	25	741	Oct.	9, 1866	75 00 1876
Edward Reagan.....	1	852	Eight.....	25	935	April	16, 1870	157 50 1880
Edward Reagan.....	2	852	Eight.....	25	703	Nov.	8, 1866	445 50 1876
Mary F. Kernan.....	9	852	Eight.....	25	834	Feb'y	6, 1869	2717 80 1879
Mary F. Kernan.....	10	852	Eight.....	25	745	Oct.	1, 1872	1600 00 1877
Mary F. Kernan.....	11	852	Eight.....	25	1014	June	13, 1876	200 00 1881
Joseph Katz.....	...	853	Front.....	49	656	Aug.	1, 1865	1000 00 1885
Iron Mountain R. R. Co.....	...	853	Main and Front.....	2	703	Nov.	8, 1866	445 50 1876
John Silva.....	...	853	Main.....	74.4	834	Feb'y	6, 1869	2717 80 1879
Aug. W. Schulenberg.....	...	857	Main.....	89	1014	June	13, 1876	200 00 1881
Tuesdale & Keating.....	...	858	Main and Front.....	256	656	Aug.	1, 1865	1000 00 1885

List of Leased Lands. (Continued.)

Names of Lessees.	Lot.	Block.	Street lot fronts on.	Feet front.	No. of lease.	Date of Lease.	Annual Rent.	Year.
St. Louis Gas Light Co.....	..	858	Main and Front.....	184	579	Jan'y 1, 1863	\$1 00	1863
George Glassner.....	1	883	Eighth.....	31	586	April 10, 1870	50 20	1880
Joseph Roseberger.....	2	883	Eighth.....	25	930	April 10, 1870	37 50	1880
Anton Binter.....	5	883	Eighth.....	25	525	Aug. 14, 1860	25 00	1870
Rudolph Stecker.....	22	883	Seventh.....	25	1011	May 9, 1876	67 88	1886
Jno. H. Wardelman.....	25	883	Seventh.....	31	1020	July 11, 1876	102 30	1886
Fr. Hartman.....	12	884	Seventh.....	25	917	April 10, 1870	50 50	1880
Michael Veigh.....	15	884	Seventh.....	25	923	April 10, 1870	67 50	1880
Tobias Lorey.....	2	892	Eighth.....	25	931	June 12, 1870	37 50	1880
Charles Quade.....	3	892	Eighth.....	25	936	Oct. 9, 1870	37 50	1880
Anton Schitz.....	4	892	Eighth.....	25	946	May 2, 1870	37 50	1880
Fred. Thommen.....	5	892	Eighth.....	25	548	March 12, 1872	50 00	1882
James Stewart.....	16	892	Seventh.....	25	888	June 14, 1869	67 50	1879
Francis Flaharty.....	17 & pt 18	892	Seventh.....	35	904	June 14, 1869	94 50	1879
Fred. Hartzi.....	Pt 18 & 19	892	Seventh.....	40	903	June 14, 1869	108 00	1879
A. R. Kellum.....	20	892	Seventh.....	25	685	May 9, 1865	37 50	1875
William J. Martin.....	21	892	Seventh.....	25	698	June 14, 1864	37 50	1874
William J. Martin.....	22	892	Seventh.....	25	923	April 10, 1870	52 50	1880
J. L. Curley.....	23	892	Seventh.....	25	924	April 5, 1870	52 50	1880
F. Lautner, Trustee.....	24	892	Seventh.....	25	977	April 10, 1870	52 50	1880
Julius E. Griffet.....	1	893	Seventh.....	25	1000	June 19, 1875	75 00	1885
James A. Browne.....	2	893	Seventh.....	25	1019	March 1, 1876	67 50	1886
Wm. Still.....	3	893	Seventh.....	25	742	June 13, 1866	31 25	1876
Behrend Warrings.....	7	893	Seventh.....	25	835	Feb'y 9, 1869	50 00	1879
William Hackman.....	8	893	Seventh.....	25	965	April 10, 1866	50 00	1876
John Brokate.....	18	893	Carondelet Ave.....	25	964	Sept. 10, 1872	67 50	1882
Thomas Cowhey.....	22	893	Carondelet Ave.....	25	842	May 9, 1868	75 00	1878
Ignetz Heck.....	23	893	Carondelet Ave.....	25	490	April 10, 1860	135 00	1870
Ignetz Heck.....	24	893	Carondelet Ave.....	25				

1	Fred. Thommen.....	1769 s	Second	25	872 Aug.	1, 1869	25 00 1879
2	Fred. Thommen.....	1769 s	Second	25	981 Dec.	9, 1873	25 00 1883
1	Charles Ladenberger.....	1769 n	Second	25	896 Nov.	9, 1869	25 00 1879
2	Charles Ladenberger.....	1769 n	Second	25	892 Nov.	9, 1869	25 00 1879
3	Mathew Thudum.....	1769 n	Second	25	895 Nov.	9, 1869	25 00 1879
4	Mathew Thudum.....	1769 n	Second	25	957 Oct.	15, 1872	36 00 1882
5	Charles H. Thirlwell.....	1769 n	Second	25	958 Oct.	15, 1872	144 00 1882
6	Charles H. Thirlwell.....	1769 n	Second	25	771 March	26, 1866	50 00 1876
7	Adam Lautermilch.....	1769 n	Second	25	1012 March	26, 1876	45 00 1886
8	Adam Lautermilch.....	1769 n	Second	25	776 Oct.	15, 1867	33 60 1877
...	Ann Doll.....	1836	Second	25	777 Oct.	15, 1867	33 60 1877
...	Ann Doll.....	1836	Second	25	985 April	14, 1874	40 00 1884
6	Sam Young.....	1837	Second	25	984 April	14, 1874	40 00 1884
7	Dwight Durkee.....	1837	Second	25	986 April	14, 1874	40 00 1884
12	Johanna Hampe.....	1837	Second	25	963 Oct.	15, 1872	38 00 1882
13	F. W. & W. F. Mueller.....	1837	Second	25	777 Oct.	15, 1867	33 60 1877
14	Hannah Ahern.....	1837	Second	25	779 Oct.	15, 1867	33 60 1877
3	Kate Lambert.....	1838	Second	25	1016 May	22, 1876	93 73 1886
4	Thomas Behan.....	1838	Second	25	684 July	24, 1865	25 00 1875
6	Mary Sobinski.....	1838	Second	25	649 Aug.	1, 1875	45 00 1885
14	F. W. & W. F. Mueller.....	1838	Second	25	995 Aug.	1, 1874	73 50 1884
16	Henry Schaafs.....	1838	Second	25	672 Oct.	12, 1874	32 50 1884
16	Charles Peetz.....	1838	Second	25	644 Aug.	1, 1874	37 50 1884
17	Anton Isaacs.....	1838	Second	25	1007 June	1, 1874	37 50 1884
10	Ann Huntington.....	1839	Second	25	883 May	3, 1869	60 00 1879
13	David Shaw.....	1839	Second	25	919 Feb'y	9, 1869	25 00 1879
16	Sarah Dwyer.....	1839	Second	25	898 Feb'y	16, 1869	25 00 1879
1	Catherine Hienecke.....	1840	Second	25	882 Aug.	16, 1869	30 00 1879
2	Phillip Dwyer.....	1840	Second	25	884 Aug.	23, 1869	30 00 1879
3	James Burke.....	1840	Second	25			
Pt 23-	Lydia B. Walls.....	2345	Maiden Lane.....	41.2			
E 1 24	Michael Gallagher.....	2345	Maiden Lane.....	35			
W 1 26	Bernhard Gillen.....	2345	Maiden Lane.....	25			
W 1 39	Elizabeth Hyland.....	2346	Maiden Lane.....	25			
W 1 43	James Gogay.....	2347	Maiden Lane.....	25			

List of Leased Lands. (Continued.)

Names of Lessees.	Lot.	Block.	Street lot fronts on.	Feet front.	No. of Lease.	Date of Lease.	Annual Rent.	
							\$.	Cts.
Geo. and M. Higgins.....	W ½ 46	234	Maiden Lane.....	25	895	June 2, 1870	\$30 00	1880
William O'Connor.....	E ½ 50	2347	Maiden Lane.....	25	979	Aug. 12, 1873	30 00	1888
John O'Donnell.....	W ½ 50	2347	Maiden Lane.....	25	886	Aug. 23, 1869	30 00	1879
Julia Colony's Trustee.....	W ½ 53	2347	Maiden Lane.....	25	983	April 14, 1874	30 00	1884
C. L. DeRandamie.....	—	.....	Kossuth Ave.....	2 arp'ns	955	June 18, 1872	240 00	1877

Promotions from Grade to Grade during the year 1875-6.

NAME OF SCHOOL.	Began 1st Grade.	1st to 2d Grade.	2d to 3d Grade.	3d to 4th Grade.	4th to 5th Grade.	5th to 6th Grade.	6th to 7th Grade.	7th to 8th Grade.
Ames.....	200	89	71	103	48	51	45	19
Bates.....	214	53	52	63	89	55	23	18
Benton.....	174	54	100	59	45	48	20	18
Blow.....	103	97	65	54	63	25	30	20
Carondelet.....	181	79	58	20	54	26	40	.....
Carr.....	275	154	50	.....	.....	.....	.....	.....
Carr Lane.....	295	297	90	101	157	51	60	56
Carroll.....	175	370	165	179	194	108	20	18
Charless.....	248	107	62	50	29	.....	.....	.....
Chouteau.....	198	86	90	76	57	.....	.....	.....
Clay.....	212	46	25	29	33	.....	.....	31
Clinton.....	184	120	90	78	108	84	110	.....
Compton.....	60	33	20	20	10	.....	.....	.....
Des Peres.....	50	51	16	15	11	.....	.....	.....
Divoll.....	154	97	172	36	24	55	28	52
Dodier.....	135	58	23	.....	.....	.....	.....	.....
Douglas.....	110	103	53	31	30	15	.....	.....
Eads.....	160	76	46	27	23	.....	.....	.....
Eliot.....	255	138	47	118	82	26	45	32
Everett.....	194	246	145	106	68	78	67	23
Franklin.....	175	29	39	15	14	.....	.....	.....
Gamble.....	200	60	51	.....	.....	.....	.....	.....
Gravois.....	34	42	44	81	19	15	.....	.....
Hamilton.....	264	54	59	33	35	29	.....	.....
Humboldt.....	369	120	59	55	26	53	.....	.....
Irving.....	201	90	61	58	50	50	28	7
Jackson.....	.....	113	30	63	60	20	20	.....
Jefferson.....	350	80	60	180	60	50	20	.....
Laclede.....	144	117	115	88	99	25	34	10
Lafayette.....	150	79	55	40	30	20	20	11
Lincoln.....	116	86	126	121	86	76	79	44
Lyon.....	.....	79	70	125	66	47	38	50
Madison.....	271	96	126	154	98	66	60	54
Maramec.....	78	29	39	21	16	.....	.....	.....
O'Fallon.....	407	135	62	128	98	5	15	28
Peabody.....	160	56	62	30	48	32	24	.....
Penrose.....	.....	.....	.....	.....	.....	.....	.....	.....
Pestalozzi.....	250	158	65	.....	.....	.....	.....	.....
Pope.....	239	50	136	57	46	67	34	25
Shepard.....	108	50	25	29	21	.....	.....	.....
Stoddard.....	130	170	164	163	119	93	86	75
Webster.....	310	318	283	278	256	104	59	58
Sumner High.....	.....	.....	.....	.....	.....	.....	.....	.....
No. 2.....	120	45	25	20	.....	.....	.....	.....
No. 4.....	75	35	32	22	12	.....	.....	.....
No. 5.....	71	19	18	18	.....	3	.....	.....
No. 6.....	26	10	19	6	.....	.....	.....	.....
Franklin Branch.....	59	15	18	12	8	5
Total.....	7884	3393	2383	2899	2392	1394	1015	654

ENGLISH.

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ST. LOUIS PUBLIC SCHOOLS.

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ST. LOUIS PUBLIC SCHOOLS.

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HISTORICAL TABLE.

Showing the number and capacity of the School-houses, number of Teachers, Registration of Scholars in Day and Evening Schools, and, approximately, the Receipts and Expenditures for each fiscal year (ending July 31st), since 1850.

YEAR.	RECEIPTS.					EXPENDITURES.										
	Number of School-houses owned by the Board.	Number Rented.	Total Number of Seats.	Whole Number Registered.	Average Number Belong- ing.	Average Daily Attendance.	Average Number of Teachers.	From Rents.	From State & Co. School Fund.	From City School Taxes.	Revenue from other sources.	Total Receipts.	Teachers' Salaries.	Permanent Im- provements.	Current Expenses.	Total Expenses.
1850.	9	0	1,800	9,709	5,814	5,201	31	\$14,527.34		\$18,432.11	\$6,028.02	\$20,563.36	\$13,703.00	\$3,117.75	\$3,743.61	\$30,563.36
1851.	7	0	2,850	10,111	6,253	6,139	47	14,250.57		25,344.70	14,150.01	46,802.69	37,075.00	20,756.36	4,390.07	40,802.69
1852.	6	0	2,876	10,576	6,575	6,455	52	14,154.40		25,344.70	7,857.11	47,386.21	30,000.00	19,348.58	8,007.93	47,386.21
1853.	6	0	2,756	10,083	6,083	6,083	50	14,043.46		25,344.70	3,670.00	47,356.21	33,563.85	11,303.02	9,086.71	43,965.58
1854.	9	0	3,800	10,981	6,981	6,981	64	13,333.53	\$81,043.79	27,730.85	14,032.38	57,063.85	37,466.17	41,063.00	17,528.38	57,063.85
1855.	11	4	3,917	6,900	4,106	4,106	74	15,014.31	11,583.47	28,438.27	27,080.94	98,938.23	54,919.12	18,001.00	18,001.00	57,229.24
1856.	12	0	3,917	8,123	4,106	4,106	86	14,547.50	24,289.30	31,919.60	27,080.94	98,938.23	47,705.25	40,860.96	18,805.63	57,229.24
1857.	12	0	3,917	8,123	4,106	4,106	116	16,784.34	28,179.84	33,880.98	45,294.60	100,420.91	57,020.33	51,649.07	24,374.57	126,239.36
1858.	13	0	3,917	8,123	4,106	4,106	131	25,764.49	32,720.35	53,500.73	45,294.60	100,420.91	67,743.91	53,500.73	28,211.54	160,239.36
1859.	23	0	3,917	8,123	4,106	4,106	145	30,549.45	32,955.08	60,815.44	45,294.60	100,420.91	67,743.91	53,500.73	28,211.54	160,239.36
1860.	24	0	3,917	8,123	4,106	4,106	162	33,343.43	32,955.08	60,815.44	45,294.60	100,420.91	67,743.91	53,500.73	28,211.54	160,239.36
1861.	24	0	3,917	8,123	4,106	4,106	162	33,343.43	32,955.08	60,815.44	45,294.60	100,420.91	67,743.91	53,500.73	28,211.54	160,239.36
1862.	22	0	3,917	8,123	4,106	4,106	181	35,974.32	32,955.08	60,815.44	45,294.60	100,420.91	67,743.91	53,500.73	28,211.54	160,239.36
1863.	21	1	3,917	8,123	4,106	4,106	176	35,974.32	32,955.08	60,815.44	45,294.60	100,420.91	67,743.91	53,500.73	28,211.54	160,239.36
1864.	21	1	3,917	8,123	4,106	4,106	162	33,343.43	32,955.08	60,815.44	45,294.60	100,420.91	67,743.91	53,500.73	28,211.54	160,239.36
1865.	22	1	3,917	8,123	4,106	4,106	162	33,343.43	32,955.08	60,815.44	45,294.60	100,420.91	67,743.91	53,500.73	28,211.54	160,239.36
1866.	25	3	3,917	8,123	4,106	4,106	236	43,788.71	32,955.08	60,815.44	45,294.60	100,420.91	67,743.91	53,500.73	28,211.54	160,239.36
1867.	26	3	3,917	8,123	4,106	4,106	271	45,000.57	32,955.08	60,815.44	45,294.60	100,420.91	67,743.91	53,500.73	28,211.54	160,239.36
1868.	27	11	3,917	8,123	4,106	4,106	315	45,630.01	32,955.08	60,815.44	45,294.60	100,420.91	67,743.91	53,500.73	28,211.54	160,239.36
1869.	34	37	3,917	8,123	4,106	4,106	390	49,071.47	32,955.08	60,815.44	45,294.60	100,420.91	67,743.91	53,500.73	28,211.54	160,239.36
1870.	38	40	3,917	8,123	4,106	4,106	427	51,018.95	32,955.08	60,815.44	45,294.60	100,420.91	67,743.91	53,500.73	28,211.54	160,239.36
1871.	44	44	3,917	8,123	4,106	4,106	516	53,224.65	32,955.08	60,815.44	45,294.60	100,420.91	67,743.91	53,500.73	28,211.54	160,239.36
1872.	49	49	3,917	8,123	4,106	4,106	596	55,183.96	32,955.08	60,815.44	45,294.60	100,420.91	67,743.91	53,500.73	28,211.54	160,239.36
1873.	50	49	3,917	8,123	4,106	4,106	628	56,547.31	32,955.08	60,815.44	45,294.60	100,420.91	67,743.91	53,500.73	28,211.54	160,239.36
1874.	49	48	3,917	8,123	4,106	4,106	628	56,547.31	32,955.08	60,815.44	45,294.60	100,420.91	67,743.91	53,500.73	28,211.54	160,239.36
1875.	56	56	3,917	8,123	4,106	4,106	711	60,206.29	32,955.08	60,815.44	45,294.60	100,420.91	67,743.91	53,500.73	28,211.54	160,239.36
1876.	56	56	3,917	8,123	4,106	4,106	769	62,850.76	32,955.08	60,815.44	45,294.60	100,420.91	67,743.91	53,500.73	28,211.54	160,239.36
1877.	56	56	3,917	8,123	4,106	4,106	785	62,850.76	32,955.08	60,815.44	45,294.60	100,420.91	67,743.91	53,500.73	28,211.54	160,239.36
1878.	56	56	3,917	8,123	4,106	4,106	785	62,850.76	32,955.08	60,815.44	45,294.60	100,420.91	67,743.91	53,500.73	28,211.54	160,239.36

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